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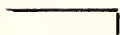
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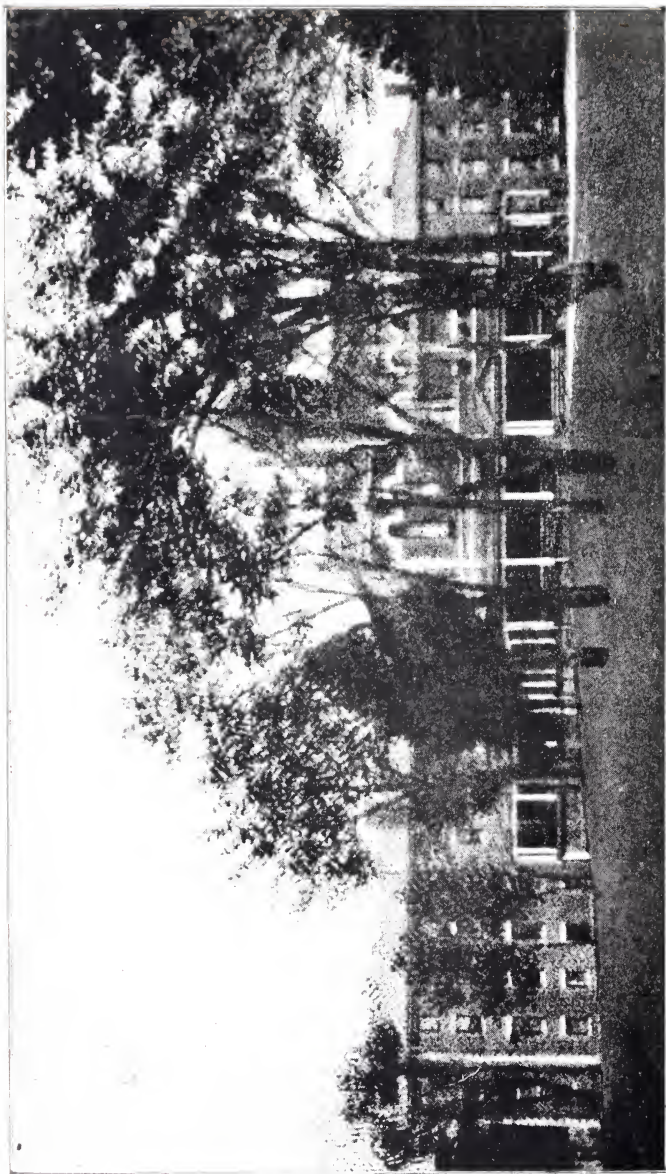
LIMESTONE COLLEGE

1921-1922

GAFFNEY, SOUTH CAROLINA

37350





THE AUDITORIUM.

37350

ANNUAL CATALOGUE

OF

Limestone College

Gaffney, South Carolina



1921-1922



**LIMESTONE COLLEGE PRESS
GAFFNEY, S. C.**

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CALENDAR.

1921.

September 19—Entrance Examinations.

September 20—First Term begins. Students are expected to arrive on September 20 unless they have been notified by letter to appear for examination for entrance on September 19.

November 24—Thanksgiving Day; Holiday; Planting of the Water-oak of the Class of 1922.

December 17, 1921, to January 2, 1922—Christmas holidays.

1922.

January 23 to January 31—Intermediate Examinations.

February 1—Second Term Begins.

February 22—Washington's Birthday, Holiday.

May 15—Final Examinations Begin.

May 28—Baccalaureate Sermon.

May 29—Class Day.

May 30—Alumnae Day.

May 31—Commencement.

BOARD OF TRUSTEES.

OFFICERS

THE HON. HORACE L. BOMAR-----President
DR. W. C. HAMRICK-----Secretary

THE BOARD

MR. S. B. EZELL-----Spartanburg, S. C.
MR. JAMES A. CARROLL-----Gaffney, S. C.
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MR. ED. H. DeCAMP-----Gaffney, S. C.
MR. W. J. WILKINS-----Gaffney, S. C.
MR. A. N. WOOD-----Gaffney, S. C.

THE FACULTY.

LEE DAVIS LODGE, A. M., Ph. D.,

President and Professor of History and Political Science.

A. M., Ph. D., The Columbian University (now George Washington). Tutor Greek, 1884-5. adj. Prof. Latin, 1885-7, Prof. French, 1887-96, philosophy, 1890-7, polit. science, 1894-9, Columbian University.

CAPTAIN H. P. GRIFFITH,
Professor Emeritus of English.
Furman University.

EUNICE TEMPLE FORD, Ph. B., A. M., Dean
Associate Professor of Philosophy and Education; A. B. and A. M., Limestone College; Ph. B., Chicago University; Summer Work at Johns Hopkins University, 1916.

FRANK L. EYER,
Director of Music.

Graduate of the Royal Conservatory of Music, Leipzig, Germany, 1893. Editor of the Etude, Philadelphia, 1897. Postgraduate course in organ under John Hermann Loud, Boston, summer of 1916. Composer of some fifty piano pieces, songs, anthems, etc. Postgraduate Course at Cornell University Summer School, 1918.

MARY I. LANSDELL,
Professor of Art.

Graduate of the American Art School, Baltimore; pupil of Miss Scammell, Mrs. McGill, and Miss Ivey, in china painting; pupil of Carl Hecker in portrait painting; pupil of Miss Millspaugh in miniature painting; courses in special designing and methods of teaching at Columbia University, under Arthur C. Dow and Prof. Humann; visits to the chief art galleries of Europe.

S. MARGARET WERTS EYER, B. S.
Associate Professor of English.

B. S., Limestone College; student in the Summer School of the South, Knoxville, Tennessee, 1906; student in Harvard University Summer School, 1905, 1909, and 1916; student at Cornell University Summer School, 1918.

ANNIE E. McCLAIN, A. B.,*

Professor of Latin.

A. B., Limestone College; summer work at Cornell University, and at Harvard University.

*On leave of absence.

THE FACULTY.

Professor of Greek.

ANNIE JULIET EARLE, A. M.,

Professor of French and German.

A. B., and A. M., Limestone College; summer work at Harvard University and at Columbia University.

MIRIAM A. THOMPSON, A. B.

Secretary of the Faculty.

Professor of Mathematics and Science.

A. B., Tulane University.

ROBERT C. GRANBERRY, A. B., B. D., D. D.,

Professor of Bible.

A. B., Harvard University; Louisville Theological Seminary; Columbia University; B. D., Newton Theological Institute.

RUFUS FORD, JR., A. B., A. M.,

Associate Professor of History and Political Science.

A. B., A. M., Wake Forest College; Assistant in Chemistry, Cornell University.

WALTER C. TAYLOR, A. B.,

Science.

A. B., University of South Carolina; summer work at Columbia University.

MRS. W. C. McARTHUR, L. I.,

Education.

L. I., Winthrop College.

MARY BRAMLETT, A. B.

Education.

A. B., Limestone College; summer work at University of Tennessee and Peabody.

JESSIE LIPSCOMB, A. B.,

Education.

A. B., Limestone College; summer work at University of Tennessee and Winthrop.

ELLEN DuBOIS, B. S.,

Professor of Home Economics and Chemistry.

Graduate of New Platz Normal School; B. S., Teacher's College, Columbia University.

THE FACULTY.

LOIS GREGG SECOR,

Expression.

Graduate of the Leland Powers School of the Spoken Word, Boston.
University of Michigan. Dramatic Reader.

AGNES ELAINE ALEXANDER, B. Mus.,

Voice.

B. Mus., Elizabeth College, Salem, Va. Pupil of Everard J.
Calthrop, New York, and of David Bispham, New York.

GENEVIEVE HUNT,

Piano.

Pupil of Edward Schweiker, Dewey School of Music; Huron College
of Music; Ithaca Conservatory of Music (under Guiseppe
Fabbrini and Edward Boyce).

HAZEL SWISSHELM, B. Mus.,

Piano.

B. Mus., The Ohio Wesleyan Conservatory of Music, Delaware,
Ohio.

GORDON WESTROPE,

Violin.

Pupil of Nathan L. Frey, graduate of the Leipsic Conservatory.

PATTIE BYRD,

Commercial Course.

LOIS GREGG SECOR,

Professor of Physical Education.

MONTAGUE McMILLAN, A. B.,

Principal of the Seminary Department.
English and Science.

A. B., Limestone College; summer work at Columbia University.

WINNIE WINGO, A. B.,

French and Latin.

A. B., Limestone College.

MAUDE CAMPBELL, A. B.,

English and History.

A. B., Limestone College.

SUSIE SHIRLEY, A. B.,

Assistant in Mathematics.

A. B., Limestone College.

COMMITTEES OF THE FACULTY.

(The President is ex-officio member of all committees).

ADMISSION, COURSES OF STUDY, AND DEGREES,

Miss Ford, Mrs. Eyer, Miss Earle, Miss Thompson.

LIBRARY,

Mrs. Eyer.

DORMITORIES,

Miss Earle, Miss McMillan and Miss Thompson.

REGULATIONS AND STUDENT GOVERNMENT,

Miss Earle, Miss McMillan, Miss Ford.

RELIGIOUS ACTIVITIES,

Miss Lansdell, Miss McMillan.

ATHLETICS,

Miss Secor, Miss Thompson, Prof. Rufus Ford.

STUDENT PUBLICATIONS AND LITERARY SOCIETIES,

Miss McMillan, Mrs. Eyer, Professor Frank L. Eyer.

MUSICAL AND DRAMATIC ACTIVITIES,

Heads of the Expression and of the Voice Department.

SOCIAL REGULATIONS, RECEPTIONS, ENTERTAINMENTS,

Miss Alexander, Miss Secor, Miss Hunt, Miss Ford.

SCHEDULES,

Miss Thompson.

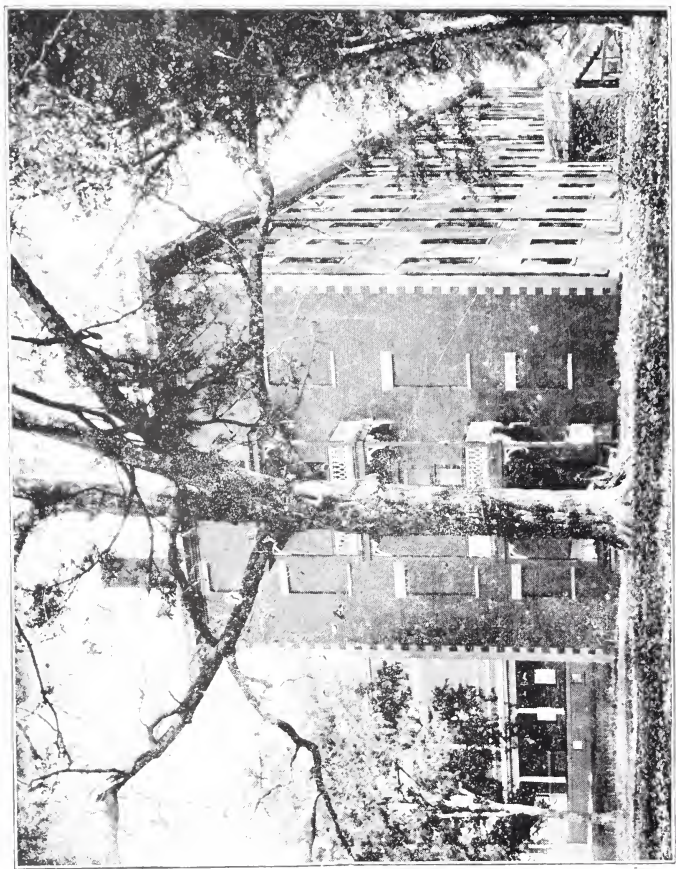
BUILDING AND GROUNDS,

Prof. Rufus Ford.

CLASS ADVISERS FOR 1920-21.

Senior Class.....	Prof. Ford
Junior Class.....	Miss Alexander
Sophomore Class.....	Miss Hunt
Freshman Class.....	Miss Secor
Seminaries.....	Miss McMillan





WEST END

Limestone College

Gaffney, S. C.

THE LOCATION.



THE COLLEGE is located at Limestone Springs, now within the corporate limits of Gaffney, S. C., a stirring town between six and seven thousand inhabitants, on the Atlanta and Charlotte Division of the Great Southern Railway system. The site is one of the most beautiful to be found anywhere in the State. It has an elevation of one thousand feet above the sea level, is in the Piedmont belt amid the rolling lands that extend Southward from the Blue Ridge, dividing the waters of the Pacolet and the Broad river, and has as fine a climate all the year round as the continent affords. The College campus contains ten acres set in grass and shaded by stately elms and wateroaks, while the spring grove and play-grounds attached contain ten acres more, which are kept solely for purposes of pleasure and recreation. The drainage is perfect, the surroundings are bold and magnificent, while the retirement and associations of the place constitute a perpetual invitation to study and meditation. The historical Limestone Spring, with a flow of over one hundred gallons of cool, sparkling water every minute, is within one hundred and fifty yards of the campus, and is approached by an avenue of gigantic water oaks and surrounded with a grove of romantic sylvan beauty. We speak deliberately when we say that for beauty of scenery and adaptation of purpose, the location of Limestone College is without a rival in the State of South Carolina.

ADMISSION.



Limestone has two complete departments—the Seminary and the College. The Seminary Department is a College Preparatory School in which special attention is paid not only to laying deep and firm and strong the foundations of education, but also to the careful individual training in habits and mora's and manners. Above the Seminary Department is the College Department in which young ladies receive collegiate training of the very best kind, and in which, as in the Seminary Department, special attention is given to the training in self-discovery and self-development. Our system of classification is sufficiently flexible to permit a student to enter whatever class in any subject she may be prepared for. Thus it sometimes happens that a young lady is pursuing some studies in the Seminary Department and others in the College Department. This arrangement prevents any loss of time.

The parents or guardian of each applicant for admission to the College should secure a registration blank, which will be furnished on request by the President of the College. Upon filling up, signing, and returning this blank accompanied by a deposit of \$10.00, a room will be reserved. If the application is withdrawn before September 1st, this reservation fee will be refunded. When the applicant enters the College, the amount will be credited on her account for the First Term.

Fifteen units of preparatory or High School work are required for full admission to the Freshman Class. An applicant presenting twelve units will be admitted on condition to the Freshman Class. These conditions must be removed some time during the first two years of study. Students are admitted either by examination or

by Certificate. Of the fifteen units required for admission eleven are prescribed as follows: **English**, 3 units; **History**, 1 unit; **Latin**, 3 units; **Mathematics**, 3 units; **French or German**, 1 unit. The remaining four units are elective and may be selected from the following: **English**, **Latin**, **Greek**, **German**, **History**, **Civics** ($\frac{1}{2}$ unit), **Science**.

Conditioned Freshmen make up in the Seminary Department any deficit in the required number of units.

THE BACHELOR'S DEGREE IN ART

The following five groups of courses, each group leading to the degree of A. B., are offered to students of the College:

COURSE A.

Freshman Year.

	Hours Per Week.
English I	3
English Speech	1
French I	3
Latin I	3
Mathematics I	4
History I or V	3
Physiology and Hygiene	1
	—
	18

Sophomore Year.

	Hours Per Week.
Chemistry I or Physics I	3
English II or V	3
French II	3
History II	3
Latin II	3
Bible	2
	—
	17

Junior Year.

	Hours Per Week.
English III	3
French III	3
History III or Aesthetics and Sociology	2
History of Civilization, History IV or History V	2
Latin III	2
Logic	2
Psychology	3
	—
	17

Senior Year.

	Hours Per Week.
English IV, VI or VII	3
Ethics	3
French IV	3
History of Education	2
Latin IV	1
Philosophy of Education	2
Bible III or IV	1
Electives	2
	—
	17

COURSE B.**Freshman Year.**

	Hours Per Week.
English I	3
English Speech	1
German I	3
Greek I	3
Mathematics I	4
History I or V	3
Physiology and Hygiene	1
	—
	18

Sophomore Year.

	Hours Per Week.
Chemistry I	3

LIMESTONE COLLEGE

15

English II or V	3
German II	3
Greek II	3
History II	3
Bible	2

17

Junior Year.

	Hours Per Week.
English III	3
German III	3
Greek III	2
History III or Aesthetics and Sociology	2
History of Civilization	2
Logic	2
Psychology	3

17

Senior Year.

	Hours Per Week.
English IV, VI or VII	3
Ethics	3
German IV	3
Greek IV	1
History of Education	2
Philosophy of Education	2
Bible III or IV	1
Electives	2

17

COURSE C.

Freshman Year.

	Hours Per Week.
English I	3
English Speech	1
French I, or German I	3
Latin I	3

Mathematics I	4
History I or V	3
Physiology and Hygiene	1
	—
	18

Sophomore Year.

	Hours Per Week.
Chemistry I	3
English II or V, or History II	3
French II, or German II	3
Mathematics II	3
Physics I	3
Bible	2
	—
	17

Junior Year.

	Hours Per Week.
Chemistry II	2
English III	3
Geology or Mineralogy	2
History of Civilization, or History III	2
Logic	2
Mathematics III	2
Physics II	2
Psychology	3
	—
	18

Senior Year.

	Hours Per Week.
Astronomy, or Botany, or Aesthetics	1
English IV, VI or VII	3
Ethics	3
History of Civilization, or Aesthetics and Sociology	2
History of Education	2
Mathematics	2
Philosophy of Education	2

Political Science IV, or I, II and III	2
Bible III or IV	1
	—
	18

COURSE D.
Freshman Year.

	Hours Per Week.
English I	3
English Speech	1
French I	3
Latin I, or Greek I, or Chemistry I and II or Physics I and II	3
Mathematics I	4
History I or V	3
Physiology and Hygiene	1
	—
	18

Sophomore Year.

	Hours Per Week.
Chemistry I, or Physics I	3
English II or V	3
French II	3
History II	3
Mathematics II	3
Bible	2
	—
	17

Junior.

	Hours Per Week.
English III	3
French III, or Latin II, or German I, or Greek I, or Geology and Astronomy, or Geology and Botany or Chemistry II, or Physics II	3
History III	2
History of Civilization	2
International Law	1

Logic	2
Psychology	3
	—
	16

Senior Year.

	Hours Per Week.
English IV, VI or VII	3
Ethics	3
French IV; Latin III; German II, or Greek II; Physics II; or Chemistry II, or History IV ..	3
History of Education	2
Philosophy of Education	2
Political Science IV; or I, II, III	2
Bible III or IV	1
Elective	2
	—
	18

COURSE E.

Freshman Year.

	Hours Per Week.
English I	3
English Speech	1
German I	3
Greek I	3
Mathematics I	4
History I or V	3
Physiology and Hygiene	1
	—
	18

Sophomore Year.

	Hours Per Week.
Chemistry I or Physics I	3
English II or V	3
French I	3
German II	3

History II	3
Bible	2

 17
Junior.

	Hours Per Week.
English III	3
French II	3
History III	2
History of Civilization	2
Logic	2
Psychology	3
Theory of the State	2

 17
Senior Year.

	Hours Per Week.
Astronomy, or Botany, or Aesthetics	1
English IV, VI or VII	3
Ethics	3
History of Education	2
Metaphysics or Sociology	2
Philosophy of Education	2
Political Science IV; or I, II, III	2
Bible III or IV	1
Electives	2

 18

All candidates for Diplomas or Certificates are required either to take one year of Spelling and Reading at this College, or to pass satisfactory examinations in those subjects before a board composed of the Professors of English and Expression.

COURSES.

The curriculum is comprised in twelve schools, as follows:

- I. School of Biblical History, Literature and Criticism.
- II. School of English.
- III. School of French.
- IV. School of German.
- V. School of Greek.
- VI. School of History and Political Science.
- VII. School of Latin.
- VIII. School of Mathematics.
- IX. School of the Natural Sciences: **Astronomy, Botany, Geology and Mineralogy, Physiology and Hygiene.**
- X. School of Philosophy: **Psychology, Logic, Ethics, Aesthetics, Metaphysics.**
- XI. School of the Physical Sciences: **Physics, Chemistry.**
- XII. School of Pedagogy.

The regular College fee of sixty-five dollars per year admits to all of these schools.

There are also four **extra courses**, for each of which a special fee is charged. Those courses are:

- I. The Course in Art.
- II. The Course in Expression.
- III. The Course in Music.
- IV. The Course in Domestic Science.

SCHOOL OF BIBLICAL HISTORY, LITERATURE AND CRITICISM.

I. THE LIFE OF CHRIST.

Dr. Granberry.

An inductive study of the life of Christ as lifted directly from the New Testament.

II. THE GREEK TESTAMENT.

The President.

A course designed to give the students a reading knowledge of New Testament Greek.

III. THE BIBLE AS LITERATURE.

Miss Ford.

A lecture course in which are presented the salient principles of Biblical criticism, a discussion of the literary forms of the Bible, and an account of the influence of the thought and diction of the Holy Scriptures upon the literature of the world. Open to Juniors and Seniors only.

IV. SUNDAY SCHOOL PEDAGOGY.

Miss Lansdell.

In which the knowledge and principles developed in the above courses and those of the School of Pedagogy are applied. Open to Juniors and Seniors only.

SCHOOL OF ENGLISH.

Captain H. P. Griffith, Professor Emeritus; Lecturer on English and American Literature.

The President (Course VII)

Mrs. Eyer.

- I. **Freshman**—Rhetoric (**Genung's Working Principles**). This course is designed to train the students in clear, concise, accurate, and forcible expression of thought. The working principles of narration, description, expression, and argumentation are carefully studied; masterpieces in literature illustrative of the four types are read and studied. Emphasis is laid on composition work by the students.
- II. **Sophomore**—History of the English Language (**Lounsbury and Emerson**). A general survey of the development of the English language; a study of some significant features in the growth and development of the mother-tongue. The relationships of English. The English vocabulary. Native resources and foreign influences. Inflections. The bearing of historical grammar on modern forms and usages, written and spoken. A review of advanced English

Syntax and a rapid review of Leonard's **Grammar and Its Reasons**.

- III. **Junior**—History English Literature. The aim of the course is to give the student an intelligent survey of the historical development of English Literature from the Anglo-Saxon period up to the present, and to furnish a necessary background for the more intensive study of literature in elective courses. The student is encouraged to know literature both historically and personally, to enjoy it as well as to understand it. An effort is made to awaken on the part of the student a desire to read good literature and to form her own opinions about what our Anglo-Saxon authors called "the things worthy to be remembered." The work is based upon masterpieces selected to show the development of the successive school's, and to bring out the distinctive spirit of each. Lectures, recitations, reading, written reports.
- IV. **Senior**—Thorough study of some great period in English Literature in the first term. During the second term exhaustive study of the evolution of some particular literary form, e. g., the drama, the essay, or the novel. English in its relation to other literatures. Comparative literature.
- V. **Shakespeare and the English Drama**—Sophomore Elective—Introductory study of Shakespeare's life and times and Shakespeare's London. Emphasis is placed upon dramatic technique and Shakespeare's development as an artist; Shakespeare as poet, as romancer, as master of comedy, as master of tragedy, as historian, as philosopher. Critical study and analysis of the principal plays. Rapid reading and

discussion of a number of other plays. Parallel reading and written reports.

- VI. **American Literature**—Senior Elective—Prerequisites: English I and III. Three hours a week throughout the year. History and development of our own literature from 1607 to the present time, with special reference to the relationship of American products to English models and the development of an American point of view. Stress is laid upon the major writers, with special attention to the historical background. Naturally, attention is directed to the literature of the nineteenth century, the Southern authors of which are emphasized. Purpose of this course is to give the student an intimate knowledge of the best American literature. Lectures, assigned reading, written reports.

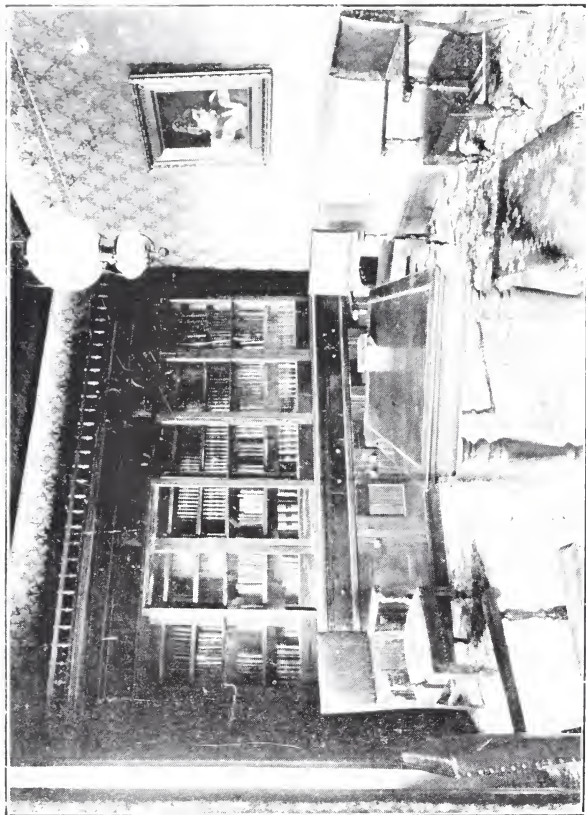
- VII. **Comparative Literature**—Senior Elective. Limestone College was one of the first institutions in the South to introduce the study of Comparative Literature. For many years especial care has been taken in every department in which instruction was given in a language to apply the comparative method to the study of the great literature in that language. Literary affiliations, the action, re-action and inter-action of the literary forms, germinal principles, and regnant schools of world literature, and the development of cosmopolitanism in modern letters have been the subject of painstaking research and interpretative discussion. In the session of 1914-1915 an elaborate comparative study was made of the historical development of the drama in France and in England. In the session of 1915-1916 the epic was studied

historically, comparatively and critically. The Class were required to read, study and write analyses and appreciations of the Sanskrit epic, the Ramayana and the Mahabharata (translations) the Iliad and Odyssey of Homer (translations, part of the Class reading the Iliad in the original), the Aeneid of Vergil (translation; a large majority of the Class had read in the original the books of Vergil usually read in schools), the Divina Commedia of Dante (translation), the Paradise Lost and Paradise Regained of Milton, and the chief portions of Pulci and Boiardo (translations). The Professor presented in a long course of lectures a careful comparative study of these authors, giving a detailed discussion of each writer and striving to put him in his national and international relations. The course for the session of 1916-1917 was centered upon such subjects as are studied in works like Posnett's "Comparative Literature," Lang's, "The Epic," and Texte's "Jean Jacques Rousseau et Les Origines du Cosmopolitisme Litteraire." In 1917-1918 the work consisted of comparative studies in the literature of England, France and Germany in the first half of the eighteenth century. These were continued during the session of 1918-1919. In 1919-1920 the second half of the eighteenth century was studied in a similar way. The work for 1920-1921 was a comparative study of Romanticism in England, France and Germany.

SCHOOL OF FRENCH.

Miss Earle.

- I. **Freshman**—Thorough drill in pronunciation. Careful study of grammar. Pains are taken to



SECTION OF THE KATE MONTGOMERY LIBRARY

point out the relations of French to Latin. Progressive exercises in composition. Parallel reading of carefully selected French texts. French conversation. During the year the class read: *Le Voyage de M. Perrichon*, *Le Conscrit*, *Quatre-vingt-treize*.

- II. **Sophomore**—Critical study of French syntax. Application of these principles in writing French. Historical investigation of idioms. Frequent exercises in conversation. Dictation. The class read: *Mlle. de la Seig'iere*. *Colomba*, *Le Cid*, *Andromaque*, *Le Bourgeois Gentilhomme*.
- III. **Junior**—Lectures upon the development of the French Language; dictation, composition, conversation; stress laid upon the inter-relations of Latin, French and English. The class read: *Horace*, *Athalie*, *L'Avare*, *Le Misanthrope*, *Zaire*, *Bataille de Dames*, *La Famille de Germandre*.
- IV. **Senior**—Lectures upon the history of French Literature. Study of the points of contact which French has with other literatures, minute examination of a single period.

The texts read both in class and as parallel are chosen with a view to supplying illustrative material for the lectures in which the Professor endeavors to lift into clear relief, out of the masterpieces themselves, the lines of development which the literature has followed. French conversation is a special feature of the year's work.

SCHOOL OF GERMAN.

Miss Earle.

- I. **Freshman**—The year is devoted to the study of grammar, German composition, conversation,

translation at sight from German into English, and the reading of Riehl's **Der Fluch der Schönheit**, and Freytag's **Bilder aus der Deutschen Vergangenheit**.

- II. **Sophomore**—The study of idioms and synonyms, dictation, conversation, writing of essays in German, reading of Lessing's **Emilia Galotti** and **Nathan der Weise**, Goethe's **Iphigenie**, Schiller's **Die Jungfrau von Orleans**, and Poems of Uhland.
- III. **Junior**—Philological studies; the relation of the German language and literature to other Teutonic languages and literatures; conversation, lectures in German, reading of Schiller's **Maria Stuart** (Schoenfeld's edition), Goethe's **Tasso**, Hoffman's **Meister Martin**, Chamisso's **Peter Schlemihl**.
- IV. **Senior**—The history of German literature in the 19th century; the Romantic movement and its relation to Romanticism in England and France, extensive parallel reading, careful study of Francke's "Social Forces in German Literature." The texts read in this year are selected to form the basis for critical discussions of the lecturer. Specimen pieces from all the master spirits of Germany in our age are studied.

SCHOOL OF GREEK.

- I. **Freshman**—Homer (**Odyssey**), Herodotus. The New Testament. **The Gospels**. Study of variations from regular classical usage in vocabulary and construction.
- II. **Sophomore**—Xenophon (**Memorabilia**) Plato (**Apology** and **Crito**).—Isocrates (**Panegyricus**).
- III. **Junior**—Selections from Lyric poets. Aeschylus (**Prometheus Bound**), Sophocles (**Antigone**),

Euripides (*Alcestis*), Study of Greek drama, its relation to Latin and French drama, parallel reading of Milton's *Samson Agonistes* and Swinburne's *Atalanta in Calydon*.

- IV. **Senior**—Demosthenes (Oration on the crown). Aeschines (against Ctesiphon). Study of Attic orators. Plato (*Gorgias*, *Phaedo*). Lectures on Greek Philosophy.

SCHOOL OF HISTORY AND POLITICAL SCIENCE.

The President.

Professor Rufus Ford.

I. HISTORY.

- I. American History, Text-Books; Latane, Chan-ning; lectures based upon original sources and upon Adams, McMaster, Schouler, Rhodes, Jefferson Davis, Alexander H. Stephens and others.
- II. American History Continued.
- III. American History Continued. The three years constitute an exceedingly full course in American History.
- IV. French History—Text-Book, Adams; studies in Taine; lectures.
- V. Freshman Elective—Mediaeval and Modern History. A study of the development of Western Europe from the first to the twentieth century. Text-Book: Robinson's History of Western Europe; a large amount of parallel reading in the most authoritative recent works upon the subject is required.

II. POLITICAL SCIENCE.

The studies in this school are designed to furnish the learner with an account of the genesis, development and growth of political institutions. In all the branches pursued the method is comparative. Not all the following courses are offered every year.

I. The Development of the Eng'lish Constitution; lectures; collateral reading; studies in Gardiner, Freeman, Stubbs, Gneist, Taylor and Boutmy. Two hours a week for three months.

II. The History of French Political Institutions; lectures, studies in Guizot, Taine, Sir James Stephens and Bodley. Two hours a week for three months.

III. The Evolution of American Political Ideas; studies of our history in its sources; collateral reading in the standard American historians and in C. E. Stevens's **Sources of the Constitution**. Two hours a week for three months.

IV. Political Economy. Text-Book: Hadley, studies in socialism and communism, co-operation and other current economic problems.

V. (a) A course in the essential principles of Common Law. Lectures by the Professor; reference work; especial care is taken to show the place of legal concepts in civilization.

V. (b) The Constitutional Law of the United States. Text-Books: Cooley, Bryce and Tucker, with frequent studies in Elliot's Debates, the Federalist, Bancroft's Formation of the Constitution, Marshall, Story, Pomeroy and Von Holst.

VI. International Law. Lectures, studies in Maine, Wheaton, Hall, Rivier, Taylor and Calvo.

VII. The Theory of the State. Text-books: *Histoire de la Science Politique*, Janet; *History of the Science of Politics*, Pollock; *the Theory of the State*, Bluntschli; Wilson's *The State*; studies in Montesquieu, Hobbes, Locke and Woolsey.

VIII. Sociology: Text-books: Giddings; Small and Vincent; lectures by the Professor.

IX. The History of Civilisation. A course of lectures on history, considered in its sources, methods of study, its principles of criticism as differently applied to

unwritten and written records and the successive stages of human progress measured along the lines of useful arts and social institutions. These lectures begin with anthropological studies in primitive society, and are followed by a rapid survey of the "civilising stream" in its passage from Egypt through Assyria, Judea, Phoenicia, Persia, Rome and Latin Christendom, down to the discovery of America.

WINNIE DAVIS DIPLOMA.

Candidates for the diploma of the Winnie Davis School of History must have completed the Junior year of one of the courses leading to the degree of Bachelor of Arts.

For this diploma the following courses are required:

History I, II, III.

Political Science IV, VI and IX.

Southern Literature.

Research work in the Lodge Historical Club will be given credit in the discretion of the professors in the School of History and Political Science.

SCHOOL OF LATIN.

Miss McClain.

- I. **Freshman**—Ovid (Selections), Livy; Horace (Odes), writing of exercises and reading at sight.
- II. **Sophomore**—Cicero (*De Senectute* and *De Amicitia*); Horace (*Satires and Epistles*); literary theories of Horace, their sources, their relations to the canons of Boileau, Pope and Lessing; Tacitus (*Germania*); study of Roman antiquities; translation at hearing.
- III. **Junior**—Juvenal (*Satires*); Pliny (*Letters*); Cicero (*Letters*); Martial (*Epigrams*); study of Roman social life; lectures upon satire as a literary form.
- IV. **Senior**—Lucretius (*De Rerum Natura*, I, III;

Cicero (**De Natura Deorum**) comparison of ancient with modern theories of the universe; study of comparative grammar; history of Roman literature (Cruttwell).

SCHOOL OF MATHEMATICS.

Miss Thompson.

- I. **Freshman**—Algebra (Taylor's) and Geometry (Wells's) completed.
- II. **Sophomore**—Plane and Spherical Trigonometry (Wells's) and Analytical Geometry (Nichols's).
- III. **Junior**—Calculus (Taylor).
- IV. **Senior**—Theory of Equations (Taylor. Lecture course, by the Professor, on Mechanics.

SCHOOL OF NATURAL SCIENCES.

Professor Taylor.

Miss Du Bois.

Miss Thompson.

I. ASTRONOMY.

Senior—Course for general culture. Descriptive Astronomy. Study of the Celestial Sphere, the solar system, the stellar system and astrophysics. Much practice in the use of the telescope and the spectroscope. The "New Astronomy" receives especial attention. Text-book: Newcomb.

II. BOTANY.

Senior—Phanerogamic Botany. Comparative study of the morphology and physiology of plant types. Continual practice with microscope. Text-books: Stevens; Bergen and Caldwell.

III. Geology.

Junior—Genetic study of Physiographic Geology. Text-book and lecture course on structural, historical and dynamical Geology. Field Work. Laboratory practice with microscope. Study of specimens. Paleontology. Text-book: Le Conte.

IV. MINERALOGY.

Senior—Descriptive and Determinate Mineralogy. Crystallography; study of ores and minerals with aid of specimens. Emphasis laid upon the Mineralogy and Geology of South Carolina, particularly of the Piedmont region; use of microscope and polariscope. Text-book: Dana.

V. PHYSIOLOGY AND HYGIENE.

Freshman—Studies in anatomy. Microscopic examination of tissues. Lectures illustrated with model and drawings. Fundamental principles of hygiene and house sanitation. Text-book: Martin's Human Body.

SCHOOL OF PEDAGOGY.

The President.

Miss Ford, Mrs. McArthur, Miss Bramlett, Miss Lipscomb.

ADMISSION.

Only those students will be admitted to this school who have completed English, I and II, Mathematics I, Latin I or Greek I, History I or II, Physics I or Chemistry I and Physiology and Hygiene.

COURSES.

It is the aim of this School to impart to the student first, a knowledge of the theoretical content of the science of Pedagogy, second, a knowledge of the history of the development of education, and, third, helpful data for the solution of many of the practical problems that confront the teacher in the actual practice of her art. The work may be briefly outlined as follows:

JUNIOR YEAR.

Miss Ford.

1. A thorough course in Deductive and Inductive Logic. Two hours a week throughout the year.

2. Rational and Physiological Psychology. Especial attention is devoted to the relations of Psychology to Pedagogy.

Text-books: Dewey's Psychology.

Ladd's Elements of Physiological Psychology.

Much of the thought of Preyer's "The Mind of the Child" is incorporated with the instruction in this course.

Three hours a week throughout the year.

SENIOR YEAR.

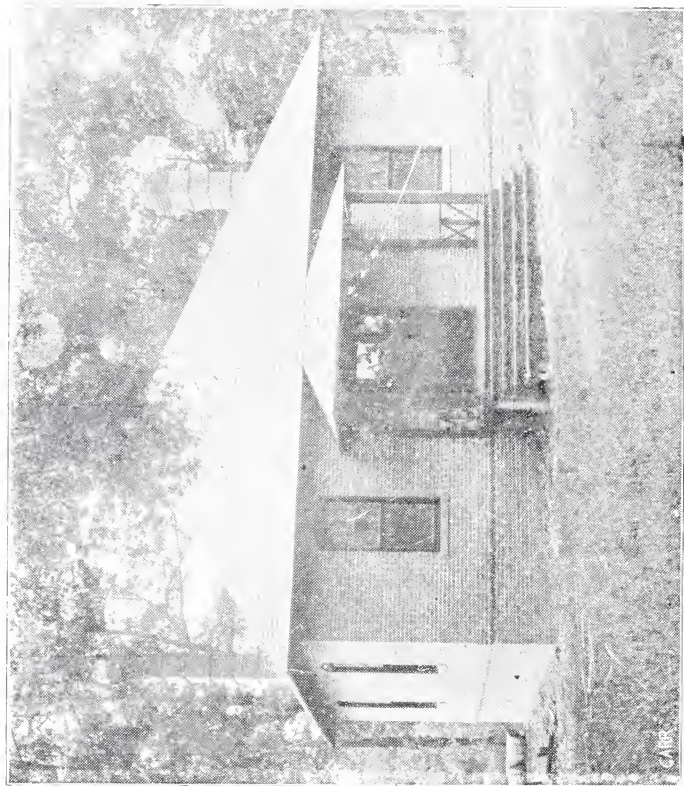
The President.

Miss Ford.

I. The Philosophy of Education. In this course the attempt is made to present the established principles of education, with their philosophic vouchers and in their organic relations. The class use Rosenkranz's "Philosophy of Education" and Strayer's "Brief Course in the Teaching Process," as text-books, which are supplemented with a course of lectures by the Professor. Two hours a week throughout the year.

II. The History of Education. This is a course of lectures based upon such works as Compayre's "Histoire Critique des Doctrines De L'Education en France Depuis Le Seizieme Siecle," Laurie's "Rise and Constitution of Universities," and Quick's "Educational Reformers," as well as more recent standard treatises upon the subject. The object of the course is to pass in review the cardinal tenets of the world-famous writers upon education, and to articulate in an organic body of doctrine such of their principles as have received general endorsement from modern educators. Two hours a week throughout the year.

III. A course of lectures on the art of teaching in which are discussed many of the more practical aspects of educational work, including the proper construction of school buildings, the equipment of the school-room, sanitation, hygiene, methods, school management, character-building, and a large number of perplexing problems which the teacher will inevitably be called upon to solve. This course contains the crystallized ex-



THE MARIA LOUISA WO ODRUFF INFIRMARY

perience of many years of labor in the class-room. The lectures present, in addition to the fruits of the Professor's own wide experience, much of the valuable matter found in Colgrove's "The Teacher and the School," Seeley's "New School Management," and Hughes's "Mistakes in Teaching." As parallel work students in this course are required to master and discuss in class Tate's "Teachers' Manual," and Hand's "High School Manual."

Students in the School of Pedagogy are from time to time called upon to put into practice the principles they have learned, by doing some actual teaching, under the eye of a Professor.

Courses in Public School Music and Public School Drawing are offered.

By special arrangement with the Superintendent of the Public Schools of Gaffney opportunity for considerable practice in observation and practice teaching in these schools is afforded the students in Pedagogy under the guidance of the Department of Pedagogy.

Just prior to graduation, each student is required to review with special reference to their pedagogy the elementary branches which she is likely to be asked to teach in the public schools of the State. In this connection a very considerable amount of instruction in Pedagogy is regularly given in every department of the College, in the form of lectures by the Professors on the methods of teaching their particular subjects.

The following courses, planned for the purpose of securing greater efficiency in the teaching corps of the public schools, are offered to Seniors. In these courses no definite texts will be selected, but the work will be based upon Lectures, Parallel Readings, Demonstration work, Observation and Practice Teaching.

EDUCATION I.**Primary Methods.****Miss Lipscomb,**

Teacher First Grade, Central School, Gaffney.

This course will consider the management of children and the material and methods of instruction of the first four years of the elementary school. Reading and phonics, language, story telling, dramatization, numbers, spelling, writing, correlated hand and seat work.

EDUCATION II.**Intermediate Methods.****Miss Bramlett,**

Teacher Seventh Grade, Central School, Gaffney.

This course will consider the problems of organization, methods of instruction, and courses of study of the intermediate grades.

EDUCATION III.**High School Methods.****Mrs. McArthur,**

Principal Central High School, Gaffney.

This course will consider the approved methods of teaching English, foreign languages, history, mathematics, and the sciences in the High School. Also its aims, problems of administration, and articulation with the primary and grammar school on the one hand and the College on the other.

THE RURAL SCHOOL.**Miss Ford.**

This course takes up:

1. The problems of the rural school.
2. The present status of rural education.
3. The school and the community. The school house as the social, civic, and recreational center of rural life.
4. Physical equipment.
5. Course of study.
6. Some essentials of good school room management

as discipline, daily programme, method of the recitation.

7. Value of play and recreation.
8. Observation and practice teaching in Gaffney Graded School's, and the discussion of the principles illustrated.

PLAY GROUND AND RECREATION.

Miss Ford.

The purpose of this course is:

1. To study the meaning and functions of play, and its relation to education.
2. To give a practical, graded course in singing, games, folk dances, and athletic games to meet the needs of teachers in public school's and for recreation purposes in general.

SCHOOL OF PHILOSOPHY.

The President.

Miss Ford.

I. PSYCHOLOGY.

Miss Ford.

The method of instruction is, first, inductive, viewing the states of consciousness as complexes of physiological and psychological elements which are to be discriminated, described, and correlated empirically by the student; second, historical, tracing the evolution of philosophic opinions: third, comparative, passing in review the teaching of the greatest thinkers on the problems investigated in the class-room.

The class are introduced to the study by lectures upon physiological psychology, based upon the treatises of Ladd, Wundt and Ribot. They then take up Dewey's Psychology which is used as a text-book. Continual references are made to Hall, Sully and James. Care is taken to define the relation of psychology to pedagogy. This course will be supplemented with lectures, giving first a summary of ancient and mediaeval speculation,

and then discussing the essential characteristics, the development, the influence, and the fruits of the philosophic systems of such typical thinkers as Descartes, Locke, Kant and Hegel.

II. LOGIC.

Miss Ford.

Deductive and inductive. Text-books: Jevons and Minto, Lectures. Frequent references to Whately, Hamilton, Thomson and Mill. Thorough drill in logical praxes.

III. ETHICS.

The President.

Miss Ford.

The instruction in Ethics presents the following features:

1. Students are taught to recognize, prescind, and correlate the ethical elements in psychical life.
2. The common terminology of ethics is subjected to a rigorous examination—psychological and philological—in order that the precise content of each word, as well as its origin and life-history, may be learned.
3. The course of moral speculation is outlined in lectures upon the chief ethical systems from Socrates to Spencer.
4. The class then begin the study of Dewey and Tufts's "Ethics," which is used as the basis of instruction during the remainder of the year.

IV. AESTHETICS.

Miss Ford.

The course covers:

1. The Origin of Art.
2. The Distinctive Principles of Art.
3. The Modern Experimental and the Philosophical Aspects of the Subject.
4. Text-book, Gordon, Studies in Grosse, Brown,

Hern, Van Dyke, Marshall, Santayana, Sturgis, Puffer, Tolstoi, etc.

V. METAPHYSICS.

The President.

Lectures upon the Fundamental Problems of Philosophy; Studies in Kant's Critique of Pure Reason, and Hegel's Logic.

SCHOOL OF PHYSICAL SCIENCES.

Miss Thompson.

Miss Du Bois.

PHYSICS.

- I. **Sophomore**—Experimental physics. Recitation and culture course. Fundamental principles of Mechanics. Sound, Heat, Light and Electricity. Text-book: Carhart and Chute, Laboratory Manual, National Physics Note Book Sheets. Lectures and Recitation, 2 hours; Laboratory, 2 hours.
- II. **Junior**—Advanced laboratory course. Critical study of physical theories. Much time is devoted to elaborate experiments in Light, Magnetism and Electricity. Text-book: Electricity, Sound and Light, Milikan and Mil's. Lectures and Recitations, 1 hour; Laboratory, 2 hours; Prerequisites: Physics I and Trigonometry.

CHEMISTRY.

- I. **Sophomore**—General, Inorganic and Organic Chemistry, copiously illustrated with experiments. Text-books: Newell's Descriptive Chemistry, Laboratory Manual, National Chemistry Note Book Sheets. Lectures and Recitation, 2 hours; Laboratory, 2 hours.
- II. **Junior**—Thorough course in laboratory practice. Text-book: Inorganic Chemistry, Alexander Smith. Laboratory Manual, Smith and Hale. Laboratory, 4 hours.

THE SEMINARY DEPARTMENT.

Miss McMillan, Principal.

The Seminary Programme of Studies covers three years. The work done is equivalent to that accomplished in a good high school. The following is a conspectus of the studies of each year.

First Year.		Second Year.		Third Year.	
Hours per week.		Hours per week.		Hours per week.	
English	4	English	4	English	4
Latin	}	Latin	}	Latin	}
or		or		or	
Greek	4	Greek	4	Greek	4
History	4	History	1	History	4
Science	4	Science	1	French	4
Mathematics	4	Mathematics	4	Mathematics	4
Reading	1	Reading	1	Reading	1
Spelling	1	Spelling	1	Spelling	1

DESCRIPTION OF COURSES.

FIRST YEAR.

English—(a) Composition and Rhetoric. Kern and Noble. A First Book in English. Careful study of the principles of English composition governing punctuation, the use of words, sentences and paragraphs; practice in composition, oral as well as written. Written exercises comprising letter writing, narration, description, and easy exposition and argument. (b) Literature. Required for study: Shakespeare, Julius Caesar; Dickens, a Christmas Carol; Scott, Ivanhoe; Coleridge, The Rime of the Ancient Mariner; Franklin, Autobiography; Stevenson, Treasure Island. Required for reading and discussion. George Eliot, Silas Marner; Irving, The Sketch Book; Poe, Selected Tales; Longfellow, Tales of a Wayside Inn; Cooper, The Spy; Selections from American Poetry, with special attention to Poe, Lanier, Timrod, Lowell, Longfellow and Whittier.

Latin—Smith's Latin Lessons. Thorough mastery of the elementary principles, declensions, conjugations and syntax.

Greek—Essentials of Greek Grammar. White's First

Greek Book.

History—Cheyney's History of England.

Science—Physiography. Field and Laboratory work, Study of the physiographic conditions of the earth's composition, with survey of land forms. Tarr's New Physical Geography.

Mathematics—Wells's Higher Algebra (to quadratics).

A review course in Arithmetic will be given for those who are deficient in this subject. Text-book: Wells's Advanced Arithmetic.

SECOND YEAR.

English—(a) Composition and Rhetoric. Hitchcock's New Practical Book. (b) Literature. Required for study: Tennyson, The Idyl's of the King; Burke, Speech on Conciliation with America; Washington, Farewell Address; Webster, First Bunker Hill Oration; Goldsmith, The Deserted Village; Scott, The Lady of the Lake; Shakespeare, The Merchant of Venice. Required for reading and discussion: George Eliot, The Mill on the Floss; Macaulay, The Lays of Ancient Rome; Dickens, David Copperfield; Cooper, The Last of the Mohicans; Hawthorne, The House of the Seven Gables; Ruskin, Sesame and Lilies; Palgrave, The Golden Treasury (first series), Books II and III.

Latin—Caesar's Gallic War: Books I, II, III, IV. Bennett's Latin Composition. Bennett's Latin Grammar.

Greek—Xenophon's Anabasis: Books I, II, III, IV. Prose Composition.

History—West's Ancient World.

Science—Agriculture for Beginners; Burnett, Stevens and Hill: Elements of Agriculture; Warren.

Mathematics—Wells's Higher Algebra (completed).

THIRD YEAR.

English—(a) Composition and Rhetoric. Genung, The Working Principles of Rhetoric (to Invention); Wooley's Handbook of English Composition. (b) Lit-

erature. Required for study: Shakespeare, *Macbeth*; Milton, *Minor Poems*; Tennyson, *The Princess*; Carlyle, *Essay on Burns*; Scott, *Marmion*; Goldsmith, *She Stoops to Conquer*. Required for reading and discussion: Emerson, *Essay on Manners*; Pope, *The Rape of the Lock*; Dickens, *A Tale of Two Cities*; Scott, *The Lay of the Last Minstrel*; Gray, *Elegy in a Country Churchyard*; Browning, *Selections*; Burney, *Evelina*; A collection of *Short Stories* by various standard writers.

Supplementary English Course—For those students who offer three units of English, but are not prepared to enter Freshman English, a class supplementary to English I, will be offered, which gives two additional recitations a week, thus enabling students to cover the required ground in English I.

Latin—Cicero, six orations; Vergil's *Aeneid*, six books. Bennett's *Latin Composition*. Bennett's *Latin Grammar*.

Greek—Homer's *Iliad*: Books I, II, III. Prose Composition, Syntax, Prosody, Sight Translation.

History—West's *Modern World*.

French—(a) Careful training in pronunciation; (b) study of the fundamental principles of French Grammar; (c) composition and dictation; (d) reading of 200 pages of graduated texts. Meras' *Le Premier Livre* and *Le Second Livre*; (d) abundant easy exercises in conversation and dramatization (the direct method of teaching French used) to fix in the memory the forms and principles of grammar and to cultivate readiness in the reproduction of natural forms of expression.

Mathematics—Wel's's *Plane Geometry*.

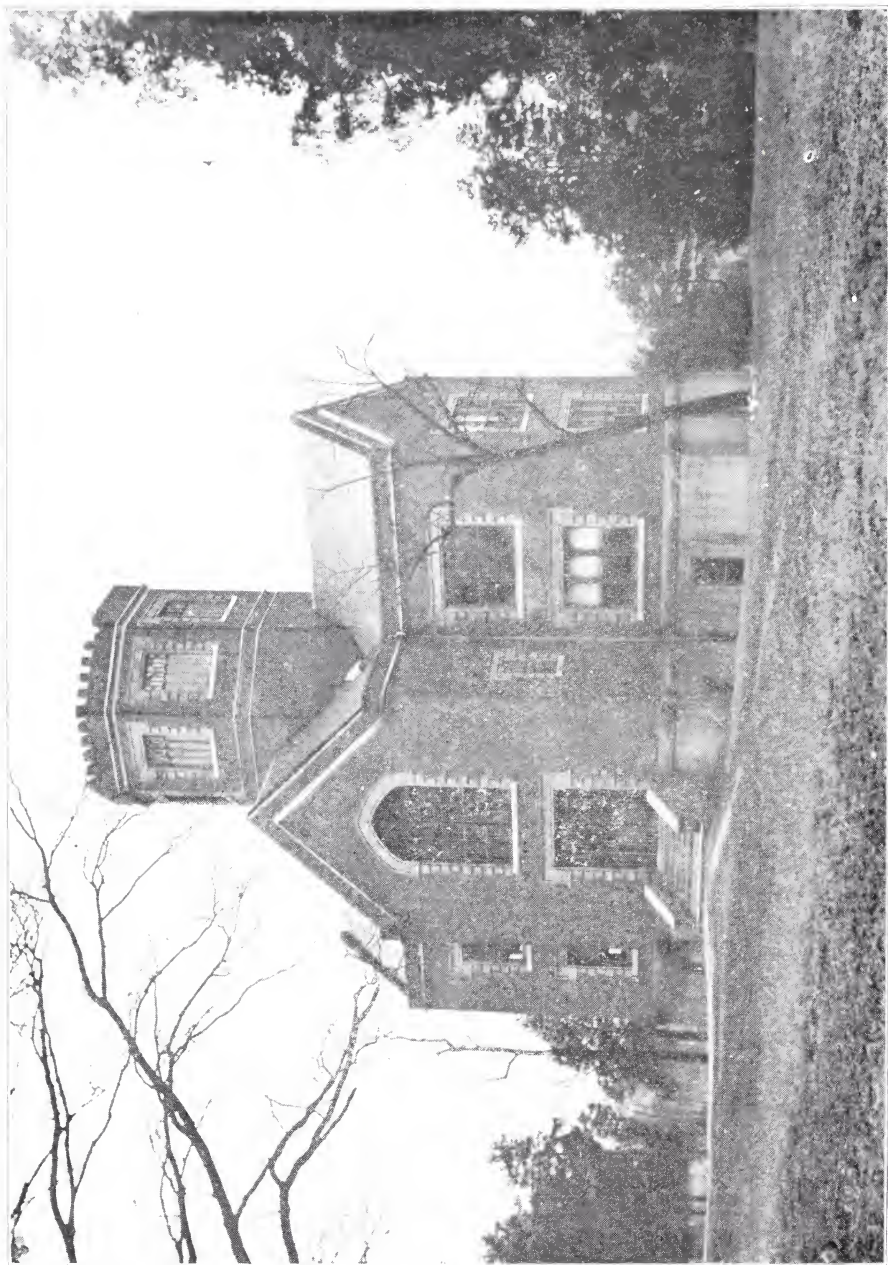
Reading—Curry's *Spoken English*.

EXTRA COURSES.

LITERARY WORK REQUIRED.

In addition to their work in Art, Expression, or Music,





THE WINNIE DAVIS HALL OF HISTORY

candidates for a Diploma in any of those subjects must have completed the Junior year.

No substitution for any of these requirements may be made except by authority of the Committee on Degrees. The requirements for Certificates in Art, Expression and Music are stated in the outline of the work of each of those Schools.

I. THE COURSE IN ART.

Miss Lansdell.

This course includes Drawing and Painting, under the several divisions of Free-hand, Crayon, Object and Antique Drawing, Sketching from Nature, Pastel, Painting in Oil and Water Colors, China Painting, Study of Form, Theory of perspective, Study in Light and Shade from the Cast and from Life. Principles of Designing. Composition.

THE COURSE BY CLASSES.

- Class I**—Elementary Drawing—Outline Drawing from Object: Principles of Designing. Drawing from Still-Life; Elementary Perspective.
- Class II**—Charcoal Drawing—Light and Shade in groups from Objects; Drawing and Coloring from an approved Model or from Nature; Elementary Perspective; Composition.
- Class III**—Figure Drawing and Painting—Heads from Casts, Still-Life Groups from Objects; Landscapes from Nature; Composition; Advanced Perspective and History of Art.
- Class IV**—Painting in all of the Mediums, and Drawing from the Antique in Charcoal; Figures from the Antique; Still-Life Groups; Portrait Heads from Life; History of Art and Advanced Perspective; Composition.

Applicants for a Certificate in painting must pass the examination for a Certificate in Drawing, as well as for that in Painting. Candidates for the Certificates in

Art are required to complete three years of College English, one year of College French or German, Logic and Physics I.

Those taking a Diploma or a Certificate in Drawing and Painting will be required to leave a specimen of Oil Painting in the College. A small fee is charged for the use of the casts and studies.

Students are required to keep all work done in the "studio" until the close of the session, when an exhibition of the work will be held.

II. THE COURSE IN EXPRESSION.

Miss Secor.

The Art of Expression must be reached a'long the path of science. It is based on certain scientific principles which must be recognized, established and developed in the student's consciousness. In other words, the Art has a definite technique. "The true technique of any art can be defined as the most successful way of making the material instrument speak the mind's message, while at the same time calling the least attention to itself." In this art the "material instruments" are the voice and body, and the process of freeing them, of removing obstructions, of making them obedient servants to the mind, must be painstakingly learned.

The course offered is most thorough.

First Year.

- A. A study of the fundamental principles underlying the art.
- B. Voice. Correct breathing; proper breath control and support; proper direction of tone; the establishment of a vocal ideal; the stimulation of the imagination; diction; a study of the various forms of emphasis.
- C. Body. Definite training of the body for obedience to the intelligence. Freeing exercises; points of support as manifestations of the mind's activities;

poise; lines of gesture; planes of gesture; expressional use of head; torso, arms, hands and legs; pantomime (simple situations; life studies).

- D. Interpretation. Elementary work in literary interpretation, endeavoring to embody the principles taught. Material found in *The Practice Book*, by Leland Powers.
- E. Repertoire. During this year the selections must be of a very simple nature. The student is expected to put the greater part of her time on the fundamental work. A building is no stronger than its foundation.

Second Year.

- A. The study of fundamentals continued.
- B. Voice. A course in voice color added to the more technical work of the preceding year.
- C. Body. A continuation of the first year's work. Advanced pantomime; complex situations; original problems.
- D. Interpretation. Advanced work in *The Practice Book*. Tennyson's *The Lady of Shalott*, *Guinevere*, *The Passing of Arthur*.
- E. Impersonation, (third term). Text, *The Taming of the Shrew*, Shakespeare.
- F. Repertoire. The students will be allowed a wider range of choice.

Third Year.

Advanced work in all the various phases of the subject.

- A. Literary. Interpretation. Prose forms, address, narrative, monologue, drama. Poetic forms; lyric, dramatic, epic, monologue, the drama. Studies from Shakespeare, Tennyson, Browning.
- B. Impersonation. *The Taming of the Shrew* continued. *Twelfth Night*.
- C. Sight reading. Story telling.
- D. Repertoire. Certificate students must prepare a

programme of not less than fifty minutes.

Fourth Year.

- A. Methods in teaching expression.
- B. Cutting and arrangement of novels and plays for platform use.
- C. Coaching of a one-act play.
- D. Bible reading.
- E. Repertoire. Candidates for a diploma must arrange a programme of not less than eighty minutes.

The first two years' work will be given in three class lessons and one private lesson a week. During the last two years, two class lessons and two private lessons a week will be required.

A certificate will be granted on the completion of the third year, if the work has been satisfactorily done. In addition, candidates for a certificate are required to complete three years of College English, two years of Foreign Language, and the course in Physiology and Hygiene.

Attention is called to the literary requirements necessary to securing a diploma, mentioned on page 41.

Recitals will be held two afternoons a month in the Expression Studio. These recitals supply the "audience-factor" so necessary to the growth of the student, hence attending them, and taking part from time to time, must be considered compulsory.

Preparatory Course.

The course outlined above is distinctly a college course. Seminary students desiring to take the work must take a preparatory course of one year.

General Cultural Course in English Speech.

Required in Freshman Year.

Technique of Voice and Speech. Proper breathing, tone placement, elementary voice exercises. Correction of faults in voice-production and in speech. Training of the conversational voice. Training of the body for cor-

relation, poise and expression. Interpretation of poems and short stories. One hour a week.

III. THE COURSE IN MUSIC.

Professor Eyer, Miss Alexander, Miss Hunt, Miss Swisshelm,
Mr. Westrope.

The aim in this Course is to provide the best facilities for students who desire to pursue any branch of music; to furnish a course of study which shall not merely enable them to perform selections of either instrumental or vocal music for entertainment and pleasure, but shall lay the foundation so well that they shall not only become good performers, but thorough musicians.

Instruction is given in Pianoforte, Organ, Voice Culture, Violin, Harmony, Counterpoint, Theory of Music, History of Music, Analysis of Music, Sight Playing, Sight Singing and Ensemble.

PIANOFORTE.

The course of study for the pianoforte includes all grades of exercises and composition required for the most systematic development in execution and interpretation, both for teaching and artistic performance. Especial attention is paid to the development of a musical touch and a refined and intelligent style of playing. It will be the effort of the teacher to adapt the instruction to the personal needs of the students.

Beginners and those not far advanced are especially welcomed, as their progress under the methods used will be steady and rapid.

The custom of beginning with untrained and inexperienced teachers is believed, by some, to be economy, while in reality it is much more expensive, for bad habits are often formed which necessarily retard the student's progress, costing both time and money to eradicate them.

Students on entering are graded according to the quality, not the quantity of past work.

The following list is an outline of studies and pieces indicating the standard of work required. It is to be understood that no student is expected to complete all the works mentioned, but that such selections will be made as will meet the requirements of each particular case:

PREPARATORY COURSE.

Lambert's Piano Method.

Matthew's or Tapper's Graded Course.

Biehl, Op. 30.

Burgmuller, Op. 100.

Duvernoy, Op. 176.

Gurlitt, Op. 201.

Freshman Year:

Before entering the Freshman class the student is required to pass the following examination: Play all major and minor scales, two notes to the count at metronome figure of 80. Major and minor arpeggios, two notes at 76. Play from memory Gipsy Dance by Haydn, or its equivalent.

Outline of Freshman year's work:

Bach, Easy Pieces and two-part Inventions.

Czerny, Op. 299.

Lecoupey, Op. 20.

Wrist Studies, Williams.

Octave Studies, W. G. Smith.

Czerny, Op. 636.

Heller, Op. 47.

Pieces at the discretion of the teacher.

Sophomore Year:

Required examination for entering Sophomore class: All scales, four notes to the count at 100. Arpeggios, four notes to the count at 96. Play Bach's Two-part Invention, No. 8, or No. 14, or Beethoven's Sonatina in G.

Outline of Sophomore year's work:

Bach, Two-part Inventions and French Suites.

Czerny, Op. 299.

Heller, Op. 46.

Bertini, Op. 177.

Octave Studies, W. G. Smith.

Pieces at the discretion of the teacher.

Junior Year:

Required examination for entering Junior class: All scales, parallel and contrary motion, thirds and sixths, four notes to the count at 126. Arpeggios, four notes to the count at 120. First movement of a Haydn or Mozart Sonata, or a Chopin Mazurka.

Outline of Junior year's work:

Bach, French Suites and Well Tempered Clavichord.

Czerny, Op. 740.

Cramer's Studies.

Kullak's Octave Studies.

Mendelssohn, Preludes and Studies.

Moscheles, Op. 70.

Pieces at the discretion of the teacher.

Senior Year:

Required examination for entering Senior class: All scales, parallel and contrary motion, thirds and sixths at 144. Arpeggios at 138. Play and analyze a Bach Fugue, and one of the following pieces from memory: Valse in D flat, Chopin; Prelude in C sharp minor; Rachmaninoff; First movement of a Beethoven Sonata; Schumann's Grille, or Novelette in F.

Outline of Senior year's work:

Bach, Well Tempered Clavichord.

Chopin, Preludes and Studies.

Henselt, Concert Studies, Op. 2.

Kressler, Selected Studies.

Moszkowski, Concert Studies, Op. 48.

Seeling, Concert Studies, Op. 12.

Thalberg, Studies, Op. 26.

Sonatas, Concertos and pieces at the discretion of the teacher.

VOICE DEPARTMENT.

Miss Alexander.

The course in vocal instruction is pursued according

to the individual need of the student.

By the judicious use of vocal exercises and songs best adapted to the voice the most desirable results are obtained in proper breath control, purity of tone, intonation and interpretation.

Outline of Work.

Freshman Year:

Tone Placing.
Breath Control.
Vocalizes by Concone.
Simple Songs.

Sophomore Year:

Fundamentals Continued.
Vocalizes by Concone and Mme. Marchesi.
English and German Songs.

Junior Year:

Technical Studies by Sieber and Bordogni.
Solo work from the Italian and French schools.

Senior Year:

Masterpieces of vocalization.
Study of Oratorios and Grand Opera Arias.
A full course in Public School Music is also offered in this Department.

Candidates for graduation in voice must have taken the Freshman and Sophomore courses in Piano, and must be able to accompany a simple song at sight.

ORGAN.

Prof. Eyer.

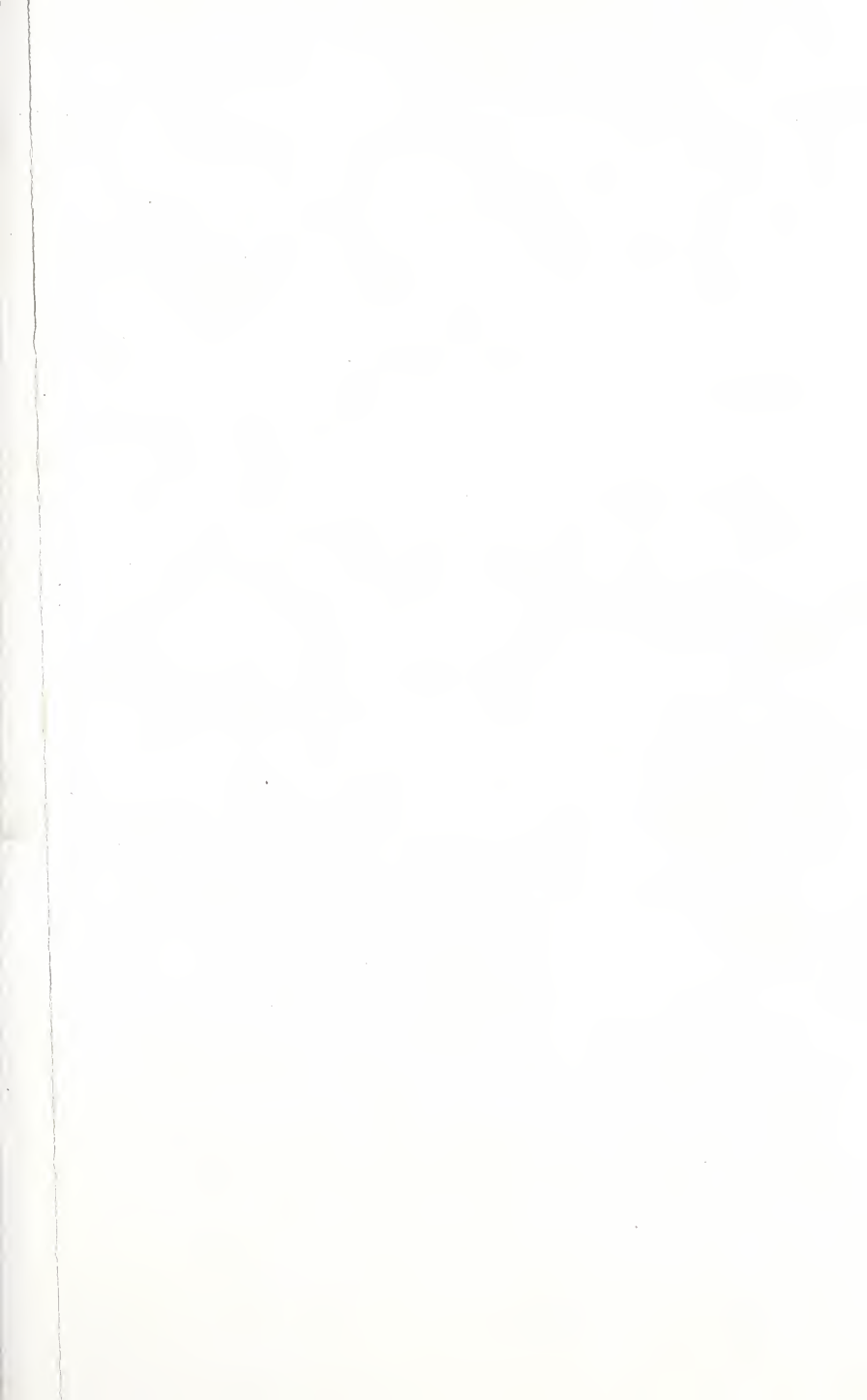
Students in this department must have had at least three years of piano instruction and one year of Harmony.

The course can be completed in two years and is such as will enable the student to fill a church position.

VIOLIN.

Mr. Westrope.

The instruction in violin which will be comprised in five carefully graded courses, will be grounded upon the method of Sevcik, and will include the usual elementary



to the individual need of the student.

By the judicious use of vocal exercises and songs best adapted to the voice the most desirable results are obtained in proper breath control, purity of tone, intonation and interpretation.

Outline of Work.

Freshman Year:

Tone Placing.
Breath Control.
Vocalizes by Concone.
Simple Songs.

Sophomore Year:

Fundamentals Continued.
Vocalizes by Concone and Mme. Marchesi.
English and German Songs.

Junior Year:

Technical Studies by Sieber and Bordogni.
Solo work from the Italian and French schools.

Senior Year:

Masterpieces of vocalization.
Study of Oratorios and Grand Opera Arias.
A full course in Public School Music is also offered in this Department.

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Mr. Westrope.

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CLASS DAY AT LIMESTONE

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--

GROUPS FROM THE DIFFERENT CLASSES

--

exercises, major and minor scales and arpeggios, and studies in the works of the great masters.

Harmony.

A thorough knowledge of harmony is absolutely necessary to every musician, whether artist or amateur. The course of study covers a period of two years, including the fundamental principles of music, such as rhythm, intervals, the scales, ear training, dictation exercises, chords and chord progressions in close and open harmony with practical work in harmonizing melodies and in original composition.

This course is required of all candidates for graduation.

Theory of Music.

The course in Theory includes acoustics, history of notation; accent (natural and artificial); rhythm; tempo, musical form, &c.; in short, it aims to make the students acquainted with all the general laws and principles that underlie music both as a science and an art.

This course is required of all candidates for graduation.

History of Music.

A free class in the History of Music will be formed, which students of the advanced classes are required to attend.

Analysis of Music.

The course in Analysis comprises a systematic, comparative study of all forms that appear in the works of ancient, classic, and modern masters from the Phrase-form to the Sonata-allegro-form.

This course is free and is required of all candidates for graduation.

Sight Playing and Sight Singing.

The courses in Sight-Playing and Sight-Singing are

required of all candidates for graduation in Pianoforte and Voice Culture respectively.

The Progressive Series of Piano Lessons.

The College will give full credit to students entering the School of Music for any work which has been done in The Progressive Series of Piano Lessons. Professor Eyer is an accredited teacher of this most excellent method which has been adopted by the largest and best colleges and conservatories, and uses its material largely in his work. Students intending to do serious work in music, especially those who expect to become teachers, should request that they receive instruction in this course. Any teacher, any school using The Progressive Series, in any part of the United States allows a student credit for any past work he has done at any time in this course. Teachers of the method are in great demand.

Recitals.

The real vigor of a school of music is indicated by the number of public recitals given and by the character of the works presented; along these lines Limestone College School of Music takes high rank. During the past year many recitals have been given by the students, Faculty and visiting artists. These generous opportunities afforded the students for listening to performances of standard compositions as presented in these recitals have exerted a refining influence on the performances of the students themselves. The students in the music department are not allowed to play or sing in any public entertainment without the permission of the Director.

Graduation.

Any student completing satisfactorily the course in Pianoforte or Voice Culture, with the required theoretical course, will be granted a Diploma. All candidates for graduation are required to give a public recital during

their Senior year. The Senior year's work must be taken under the Director.

A certain amount of literary work is also required of musical graduates. This is stated on page 41. The Literary requirements for a Certificate in Music are three years of College English, one year of College French or German, Logic and Physics I.

Cost of the Course.

	Per half year.
Pianoforte, two private lessons per week -- -- --	\$35.00
Voice Culture, two private lessons per week -- --	35.00
Violin, two private lessons per week -- -- --	35.00
Use of Piano for the first hour -- -- --	3.00
Use of Piano for the second hour -- -- --	2.50
Each additional hour -- -- --	2.00
Organ, two private lessons per week -- -- --	45.00
Harmony, two class lessons per week -- -- --	5.00
Theory of Music, one lesson per week -- -- --	5.00
Sight Playing, two lessons per week -- -- --	5.00
Sight Singing, two lessons per week -- -- --	5.00

IV. THE COURSE IN DOMESTIC SCIENCE.

Miss Du Bois.

The aim of this course is to acquaint the student with the problems that she in the future will meet in her own home and give her scientific and practical knowledge that will help her in solving those problems.

A second aim is to promote the discovery and development of each girl's dominant interests and powers so that she will be able to be an intelligent participant in human affairs. This may include teaching, filling positions as matrons, house keepers or dietitians or rendering social service in her own home.

The regular course consists of two years' work.

I. FIRST YEAR WORK.

(a) Elementary food study and preparation, covering

these points:

1. Preparation in laboratory of foods suitable for breakfast, luncheons or suppers and dinners.

2. Study of following topics: Food preservation, measurements, fire and fuel's, preparation of food, products for market, oven temperature, chemistry of cookery and serving of meals.

(b) Elementary textile study and sewing covering this work:

1. Practical work in making of household linen and simple garments, hand work and machine sewing.

2. Study of following topics: Laundering, preparation of fibers for market, adulteration of fibers, economics of clothing, care and repair of clothing.

II. SECOND YEAR WORK.

(a) Home cookery and table service.

1. More advanced work in food preparation with practise in preparing and serving meals.

2. Discussion of following points: Food values, menu making, marketing, keeping household accounts and care of family.

(b) Dressmaking and home decoration and furnishing.

1. Advanced work in garment making.

2. Discussion of following points: House planning, equipment for the home, household hygiene, household decoration.

III. POST-GRADUATE WORK.

(a) Experimental work in cookery.

(b) Practise in management of tea room.

(c) Discussion of methods of teaching household arts.

(d) Advanced course in dress-making.

GRADUATION.

In addition to this work in Home Economics, candidates for a diploma must have completed the Sophomore year.

THE COURSE IN PHYSICAL EDUCATION.

Miss Secor and Assistants.

The College recognizes the fact that health is indispensable to efficiency and strives to inspire the students with a desire to develop healthy, supple and responsive bodies. The physical work offered has, therefore, for its objects: 1, health; 2, the correction of physical deformities, and 3 recreation.

The students are required to spend two hours a week in the gymnasium and three hours a week in out-door exercises. The seniors are exempt from compulsory work after satisfactorily completing the junior work.

In order to secure uniformity, students are requested to order the gymnasium suits through the College.

The following progressive courses are offered:

- Course I. a. Marching tactics, calisthenics and light gymnastics, free developing exercises, elementary wand and dumb-bell drills, elementary folk-dances and games.
b. **Hygiene.** Talks on care of the body in respect to exercise, sleep, diet, bathing, disease, etc.
- Course II. a. A continuation of Course I a.
b. **First Aid.** Lectures on emergency treatment for sprains, fractures, drowning, cuts, bruises, etc.
- Course III. a. Advanced work in marching, free exercises, dumb-bells, wands, Indian clubs, aesthetic movements.
b. **Playground and Recreation.** For description of course see page 35.
- Course IV. A special class for students who are unable to take regular gymnastic work.

GYMNASIUM.

A good gymnasium, well supplied with Indian clubs, Dumb Bells and the other usual appliances and pieces of

apparatus, affords abundant opportunity for physical exercise.

STUDENT ORGANIZATIONS.

STUDENT GOVERNMENT.

At the beginning of the present administration in 1899 the honour system was introduced at Limestone College. During the past twenty-two years the faculty and student body have labored to make modifications necessary to bring this system to the greatest possible degree of perfection.

The administrative functions of the College government are distributed to the following three authorities: First, the President of the College who exercises the powers of general executive; second, the Faculty Council in which is vested the power of general legislation; third, the Council of the Student Body whose functions are partly legislative and partly judicial.

The Student Body choose each term a President, Vice-President, Secretary and House-President, who are ex-officio members of the Student Council. In addition to these officers this Council consists of eight other members chosen by classes, two from each class.

The Faculty Council and Student Council classify students according to conduct as: First, Gold Book Students; second, Self-Governing Students, and third, Students in Tutelage. By Gold Book Students are meant those students whose exemplary deportment and diligent application have secured for them distinguished recognition by the two Councils and who by virtue of such recognition are granted special privileges.

The object of the Student Government Association, as stated in their Constitution, is "to develop and preserve among the Student Body that high sense of honor that finds expression in those ideals of individual responsibility and social service that characterize true

Christian education." With a growing social conscience and an increasing sense of responsibility on the part of the students the College places more and more confidence in the individual student, and finds this to be one of the greatest educative forces in developing strong character and love of the right for the sake of the right. "The one rule of College life is," as stated in the Student Government pamphlet, "Remember that you are a lady." All the regulations of the College are simply corollaries of this one fact,"—corollaries growing out of the associated life of the students. Hence no needless regulations, but only those made necessary by associated life, regulations which are for the convenience and comfort and success of all, are imposed, the students in other respects finding themselves "at home" at Limestone.

THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION, THE

YOUNG WOMEN'S AUXILIARY.

Among Student Organizations the Young Women's Christian Association is the strongest vitalizing, socializing and spiritualizing force in College life. This organization permeated with the spirit of Limestone, and conserving this spirit of love and service from one College generation to another, touches every phase of College life and helps prepare students for citizenship in the kingdom of moral and social and civic righteousness. The interest of the students in the Bible, in Missions, and in the moral and social problems of the day is quickened by various Bible and Mission Study classes carried on under the direction of some of the members of the Faculty and advanced students. The spiritual life of the students is deepened and strengthened by regular devotional exercises every Sunday, a weekly prayer meeting, and a daily morning-watch prayer service.

Another force in College which sends the students out trained and prepared to act as leaders in Christian work wherever they go is the flourishing Young Women's

Auxiliary. Growing as branches out of these two religious organizations are the Bib'le Mission Band and the Student Volunteer Band. One student from that Band, a Senior, Miss Ollie Moss, goes from Limestone to The Training School, preparatory to leaving for the foreign field.

THE LITERARY SOCIETIES.

The Cooper Literary Society and the Griffith Society meet regularly in their own beautiful halls for practice in literary activities of every kind. Here the students make a synthesis of what they have learned in their college life. The Faculty deem the societies most valuable adjuncts in the work of the Institution.

LODGE HISTORICAL CLUB.

The Lodge Historical Club, an organization designed to stimulate enthusiasm for historical research, holds regular meetings throughout the year, doing valuable work.

The Club annually awards to the best debater a handsome gold medal known as "the Lee Davis Lodge Debating Medal."

DRAMATIC CLUB.

This Club, "The Limestone Players," seeks to secure the cultural benefits of amateur dramatics, using as one of its guides the Drama League. Membership can be secured only through successful "try-outs." The head of the Department of Expression is the director of the Club.

GLEE CLUB.

The Glee Club, under the direction of the head of the Voice Department, meets once a week and has an enthusiastic membership. It aims to give one big production a year, and to help in all possible ways the spirit of the College.





THE DAUGHTER OF THE CONFEDERACY

STUDENT PUBLICATIONS.

The Limestone Star, published monthly by the two Societies, is a bright literary magazine, which gives a picture of College life very interesting to all friends of the Institution, especially the Alumnae.

The Calciid, edited in 1920 by the Senior Class, is the College Annual, which tells in unconventional pictures, piquant prose and untrammelled verse the never cloying story of college life.

RED CROSS AUXILIARY.

In the spring of 1917 an Auxiliary to the American Red Cross was organized among the students. Arrangements were made for the instruction of classes in first aid and in the preparation of surgical dressings under the auspices of the Red Cross.

ATHLETIC ASSOCIATION.

The Athletic Association, under the control of the Physical Director and representatives of the student body, has charge of all athletic contests. All students are eligible to membership.

ATHLETIC GROUNDS.

The spacious grounds of the College covering over sixty acres afford students unusual opportunities for out-door recreations. The athletic field proper covers about five acres, and contains three tennis courts, two basket ball courts, a circular graded race track of 1-5 of a mile, and room for all field sports. Games in the open air are especially encouraged in autumn and spring. To stimulate interest in such games two handsome loving cups are offered, the Limestone Loving Cup, for championship in tennis; and the Jessie Dew Loving Cup for championship in basket ball.

The most beautiful spot upon the campus, situated on the edge of the athletic grounds is Lake Lodge, a sylvan gem, named by the Student Body for their Pres-

ident. The lake was completed this spring and afforded delightful recreation in rowing and swimming.

THE SOCIETY OF PHILOSOPHICAL INQUIRY.

A very important organization is the Society of Philosophical Inquiry, composed of professors and students. This Society, whose object is sufficiently indicated by its name, is affiliated with the Society of Philosophical Inquiry at Washington, D. C. From time to time distinguished philosophical scholars address the organization. The president of the Society is Dr. Lee Davis Lodge.

ALUMNAE ASSOCIATION.

The Limestone Alumnae Association is a large organization distinguished for its splendid loyalty to A'ma Mater, its generous devotion and magnificent contributions to her interest, and its unbounded enthusiasm for a Greater Limestone. Founded in 1899, for the purpose of promoting the welfare of the institution and the usefulness of its graduates by bringing all members of the Association into more intimate social relations with each other and into a more helpful relation to their A'ma Mater, and that their Alma Mater might continue her inspiring relation to them, it has grown in strength as may be illustrated by the increasing value of its gifts to Alma Mater. From the small beginning, the furnishing of the Alumnae Parlor, then pledging \$1,000 on the present dining hall, to the raising of the money for the handsome pipe organ, it now easily raises money from its members and from friends of the College in Gaffney to endow the Lee Davis Lodge Chair of History, the Griffith Chair of English, and pledged in May, 1920, as its most recent gift a \$15,000 foundation for the maintenance of a trained nurse in College.

Meetings are held annually at the commencement season.





LEARNING TO SWIM



AT LAKE LODGE

THE RELIGIOUS LIFE OF THE COLLEGE.

The daily exercises of the College are opened with devotional exercises conducted by some gentleman of the Faculty. On Sunday the Students attend Divine Service, in Gaffney, the choice of the church being left to the parent or guardian. Frequently ministers of the different denominations address the students in the Chapel by special invitation of the College. In addition to the Bible classes given as part of the regular College course, which includes a thorough course in Normal Training for Sunday School work, many volunteer Bible classes and Mission Study classes are conducted under the auspices of the Young Women's Christian Association.

PRIVILEGES OF GRADUATES.

Any graduate of Limestone who may desire to review any portion of the work of the College (**except the extras**) will be permitted to do so, without the payment of any fee whatever for tuition.

THE KATE MONTGOMERY LIBRARY.

As a fitting memorial of the life of Miss Kate Montgomery, daughter of the late President of the Board of Trustees, a fine Library called by her name, has been established at Limestone College. The Library Hall, which is located in the new building, is an elegant apartment, handsomely furnished, equipped with all the accessories of study, and filled with choice volumes containing the treasures of literature, science, philosophy, art and history.

Hundreds of valuable works are added every year.

The "Kate Montgomery Library" is in many respects a college in itself. The books are kept in constant use. Every department of instruction sends its students to

the Library to learn how to make original researches.

Departmental libraries of 250 authoritative volumes are available for special research in each School.

READING ROOM.

An attractive reading room has been established, where students will find the most important American, English, and French periodicals, as well as a number of the leading American dailies and religious papers.

REPORTS.

Reports are rendered every quarter to the parents or guardian. These show accurately the progress made by the student. The Faculty keeps in close touch with the home authorities.

EXPENSES.

Board, for half a College year	\$ 90.00
For a whole College year	175.00
Tuition, in the College Department for half a	
College year	35.00
For a whole College year	65.00
Tuition, in the Seminary Department for half a	
College year	35.00
For a whole College year	65.00

Extras.

Music	(See page 60)
Art, for half a College year	35.00
For a whole College year	60.00
Expression, for half a College year	35.00
For a whole College year	60.00
Domestic Science, including materials, for half a	
College year	35.00
For a whole College year	60.00
Physical Culture Fee, paid by all	3.00
Laboratory Fee (Chemistry)	3.00
Laboratory Fee (Physics)	3.00

Library Fee, paid by all	-- -- -- -- --	3.00
Diplomas, Certificates, etc., including invitations		10.00
Washing, per month	--- -- -- -- --	2.00

All bills are payable strictly in advance, the bill for the first term on entrance, and the bill for the second term on February 2nd.

Young ladies bring with them sheets, pillow cases, a pair of blankets, a white counterpane, towels and table-napkins.

THE WINNIE DAVIS SCHOOL OF HISTORY

In the summer of 1899, the Trustees of Limestone College upon recommendation of President Lee Davis Lodge, who had previously obtained the hearty consent of Mrs. Jefferson Davis to the plan, established the **Winnie Davis School of History**, the object of which is to promote the study of Southern History and Southern Literature, though no branch of historical research is considered to be beyond the pale of this department of the College. It is proposed to make Limestone a great center of historical investigation, where the rich materials of the South may be collected, preserved, organized and interpreted; where thorough instruction in history will be given by scholars trained in university methods, and where historical investigators will always receive a cordial welcome and be afforded every assistance.

A magnificent library, containing many rare works and numerous manuscripts of the highest value, is being gathered. The results of the studies made both by Professors and graduate students are published in a series of historical monographs. A beautiful new hall of history has been erected for this department. The edifice is a gem of architecture. The building is named the Winnie Davis Hall of History. Limestone College desires this great work to be a splendid monument to the memory of that beautiful woman whose image is enshrined in every true Southern heart. The institution believes that no tribute could be devised more acceptable to the cultured mind of the "Daughter of the Confederacy" than a great department of a great College devoted to the education of Southern women.

During recent years the work in this department was organized and conducted by the President and the

Senior Professor, Capt. H. P. Griffith, according to the outline given under the heads of "History and Political Science" and "English."

The "**Winnie Davis School of History**" is receiving the enthusiastic support of the whole South. The greatest leaders of our people everywhere have hailed the project with the highest favor. Every true Southern heart is thrilled with sympathetic ardor at this earnest effort of **Limestone College** to preserve the record of our heroes' glorious deeds. The Legislature of South Carolina and the Legislature of Maryland have by formal action expressed their warm approval of the movement. Applause comes from every quarter.

The most recent formal endorsement that the School has received is also one of the most important. At the Louisville Re-union of the United Confederate Veterans the following strong resolution, presented by that gallant soldier, Gen. Thos. W. Carwile, was unanimously adopted:

Whereas, A School of Southern History has been established in connection with Limestone Female College, located at Gaffney, S. C., known as the Winnie Davis School of History, the name being authorized by the only one living who has the authority to authorize it; and

Whereas, the object of this School is to pay particular attention to Southern History, to stimulate original research, to secure instruction by men trained in university methods, and to create a great depository for historical documents, where Southern girls may read with reverence the record of their fathers' splendid achievements, and where the South may find before the bar of impartial reason the vindication of the great political doctrine of self-government for which she fought a world in arms; Therefore,

Be It Resolved, That this body of United Confederate

Veterans, in Convention assembled at Louisville, Ky., do put our endorsement on the enterprise, and pledge it our co-operation and hearty support.

Thus did these assembled heroes set the royal signet of their approval upon the great School which preserves and disseminates the facts of Southern History. This is the very highest commendation that the "**Winnie Davis School of History**" could possibly receive.

It needs not be said that the object of the School is not to revive feelings of animosity between two sections of our common country, but simply to preserve the truth of history and to treasure the memorials of the South's glorious past.

GRADUATE COURSES.

Elaborate graduate courses are given in Literature, Philosophy, and Political Science, leading to the degree of A. M. The work done in this department of the College is the same in character with that done in the great Universities. The graduate courses are arranged by the heads of departments according to the needs of the particular students applying for instruction.

Candidates for the degree of A. M., must have received from Limestone College or from some other institution of equal grade the Bachelor's degree, before being admitted to candidature for the second degree. A full year's **resident** study is required for the degree of A. M.

In addition to this, the candidate, at the close of the year must submit a thesis showing marked attainment in the subject pursued. These are published by the College.

COLLEGE PUBLICATIONS.

Under the title, "Limestone College Studies," the Col-

lege publishes from time to time a lecture or paper delivered by some member of the Faculty or by some graduate student before a College class. These brochures are upon themes vitally connected with some department of the regular work. The numbers thus far published are:

NO. I—CLASSICAL CULTURE.

By Lee Davis Lodge, A. M., Ph. D.,
President of the College.

NO. II—TIMROD AND HIS POETRY.

By Captain Harrison Patillo Griffith,
Professor of English.

NOS. III AND IV—ELEMENTS OF UNITY IN THE HOMERIC POETRY.

By Edward Farquhar, Ph. D.,
Lecturer on Comparative Literature.

NO. V—CHRISTIANITY AS A FACTOR IN CIVILIZATION.

By the Rev. E. J. Ferrester, D. D.,
One of the Preachers to the College.

NO. VI—ARCHAEOLOGY.

By Major J. W. Powell, LL. D.,
Head of the Bureau of American Ethnology.

NO. VII—THE CHURCH AND THE WORKINGMAN.

**NO. VIII—ANNUAL ADDRESS TO SOUTH CAROLINA
CONFEDERATE VETERANS.**

**NO. IX—ANNUAL ADDRESS BEFORE SOUTH CAROLINA
PRESS ASSOCIATION.**

By Lee Davis Lodge, A. M., Ph. D.,
President of the College.

**NO. X—ANNUAL ADDRESS TO SOUTH CAROLINA
CONFEDERATE VETERANS.**

By Captain Harrison Patillo Griffith,
Professor of English.

NO. XI—TIMROD, THE POET OF NATURE.

By Eunice Temple Ford, Ph. B., A. M.,
Associate Professor of Philosophy and History.

NO. XII—THE TASK OF THE CHRISTIAN COLLEGE.

By Lee Davis Lodge, A. M., Ph. D.,
President of the College.

NO. XIII—THE RURAL SCHOOL FROM THE STANDPOINT OF
THE RURAL COMMUNITY.

NO. XIV—THE DAILY PROGRAMME IN PUBLIC SCHOOLS.

NO. XV—HANDBOOK FOR ADULT SCHOOLS.

By Eunice Temple Ford, Ph. B., A. M.,

Associate Professor of Philosophy and History

and Supervising Teacher of Cherokee County.

The large editions of these brochures have already been almost exhausted, so great has been the demand for them. Unstinted praise in the public press and from critics of the highest reputation has been bestowed upon the series. Of the two numbers written by Doctor Farquhar, and dealing with the Homeric question, the famous English Literature, Mr. Andrew Lang, himself a great authority on the matter discussed, spoke in the most enthusiastic terms. Captain Griffith's "Timrod" met with such a hearty reception all over the South that in a few weeks the entire edition was exhausted.

The College will publish from time to time, some exceedingly valuable historical matter, constituting the fruits of the researches made in the **Winnie Davis School of History**.

THE MARIA LOUISA WOODRUFF INFIRMARY.

Limestone College is constantly receiving from her friends substantial evidence of their affection. In the summer of 1903, the Honorable Andrew B. Woodruff, a highly esteemed member of the Board of Trustees a man whose distinguished services to his native State on the field of battle and in the halls of legislation won for him the admiration of patriots, and whose spotless piety secured for him in equal measure the reverent affection of his Christian brethren, built and presented to the Institution a handsome Infirmary, which is called in memory of his sainted wife, **The Maria Louisa Woodruff Infirmary**. This building, which stands in a quiet corner of the campus, is constructed in accordance with the most approved models and is equipped with all necessary aids and appliances for the care of the sick. No more beautiful monument could have been chosen by Major Woodruff to perpetuate the memory of his beloved wife than this magnificent gift to the cause of humanity and education.

CARD OF THE CLASSES OF MCMXXI.

A. B. GRADUATES.

Alyse Yarborough, President

Susie Shirley, Vice-President

Willie Gladys Wolff, Secty. & Treas.

Mattie Harter	Susie Shirley
Inez Stacy Holmes	Carrie Lorena Thomas
Mary A. Leverett	Asenath Ina Walker
Hazel LeCroy	Willie Grace Wallace
Mildred Katherine McSwain	Gladys Wham
Clara Elizabeth McMeekin	Willie Gladys Wolff
Mary Ella Philson	Daisy Era Wood
Mary Jane Quarles	Alyse Yarborough

CERTIFICATE IN MUSIC.

Estelle Best

GRADUATES OF THE SCHOOL OF DOMESTIC SCIENCE.

Mattie Lee	Gladys Montgomery
Mary A. Leverett	Maude Pridgen
Alyse Yarborough	

POST-GRADUATES OF THE SCHOOL OF DOMESTIC SCIENCE.

Mattie Lee	Gladys Montgomery
Mary A. Leverett	Maude Pridgen

CERTIFICATES IN SHORTHAND AND TYPEWRITING

Ruth Bundy	Lois Johnson
Isabelle Douglas	Janie Mae Montgomery
Margaret Dunlap	Gertrude B. Smith
Azile Smith	

CERTIFICATE IN TYPEWRITING.

Carrie Bennett

GRADUATES OF THE WINNIE DAVIS SCHOOL OF HISTORY.

Elizabeth Battle	Mary Ella Philson
------------------	-------------------

Mattie Harter	Mary Jane Quarles
Inez Stacy Ho'mes	Carrie Lorena Thomas
Hazel LeCroy	Asenath Ina Walker
Mary A. Leverett	Willie Grace Wallace
Clara McMeekin	Gladys Wham
Katherine McSwain	Willie Gladys Wolff
Alyse Yarborough	

GOLD BOOK STUDENTS.

Summa Cum Laude.

Kate Ballenger	Istalena Pickens
Estelle Best	Lula Belle Poole
Pattie Byrd	Mary Quarles
Annie Laurie Creech	Susie Shirley
E'izabeth Glenn	Lorena Thomas
Winnifred Hoy'c	Elizabeth Thomas
Mattie Harter	Sadie Thomas
Inez Holmes	Natalie Thompson
Mattie Lee	Ina Walker
Mary Leverett	Grace Wallace
C'ara McMeekin	Gladys Wolff
Katherine McSwain	Daisy Wood
Marion McMillan	Mary Wallace
Mary Phi'son	Celeste Wickliffe
Sudie Pearson	Elizabeth Wyatt
Alyse Yarborough	

Magna Cum Laude

Elizabeth Battle	Evelyn Johnston
Hoyt Coleman	Hazel LeCroy
Esther Mae Fo'k	Gladys Montgomery
Lila Graham	Lucile Owens
Maude Pridgen	

Cum Laude.

Alma Atkins	Rachel Jones
Mary Bolt	Irene Leverett

Oda Baker	Mary Lewis
Myrtle Baker	Maggie Ruth Little
Angelle Belue	Estella Mahon
Carrie Bennett	Mozelle Moore
Katherine Bolt	Lena Mae Mobley
Marion Bolt	Janie Montgomery
Nan Best	Jeannette Miller
Edna Creech	Alma Osteen
Norma Carter	Cornelia Palmer
Grace Daniels	Marcia Poole
Carrie Davis	Blanche Preacher
Alice Ford	Ruby Rouse
Rowena Floyd	Mary Roberts
Kathleen Foster	Sara Smith
Olive Greer	Harriet Sellers
Carrie Gaffney	Louise Sellers
Eva Grainger	Ruth Shands
Idalene Hendricks	Gertrude B. Smith
Jessie High	Vinelle Sawyer
Ruth Hoffmeyer	Mary Spearman
Mary Higgins	Josie Talbert
Helen Johnson	Ruth Wallace
Mabel Johnson	Clara Whitehead
Lois Johnson	Cornelia Wallace
Mae A. Johnson	Virginia Whaley

A FEW GENERAL REMARKS.

HISTORY OF THE INSTITUTION.

Limestone College was conducted with splendid success by Dr. Thomas Curtis, assisted afterwards by his son, Dr. William Curtis, from the date of its foundation in 1845 until it was closed, when the storm-cloud of disaster burst over South Carolina during the War Between the States. After the conclusion of that great struggle the College was carried on for a brief period by Dr. William Curtis. During the administration of the Messrs. Curtis the name of Limestone was a household word throughout the South. The most aristocratic, the most famous, the most wealthy families of the Cotton States sent their daughters to the College to be educated. It was everywhere recognized that the physical, intellectual and moral training given at Limestone was of the highest excellence. The graduates of the College went forth from its halls to reign as queens on the seigniorial manors of the great planters, or to fill with dignity, grace and power the most important positions in institutions of learning, or to enrich with products of their cultured minds the literature of their well beloved Southland. Today many of these talented women are to be found scattered all through the South, shining forth like bright jewels in the communities in which they live. In later years the College revived, after years of disaster, and continued its noble work under the presidency of that famous teacher whom all South Carolinians delight to honor, Captain Harrison Patillo Griffith. For three years preceding June, 1899, the College was presided over by Professor John R. Mack. At that time, Professor Lee Davis Lodge, A. M., Ph. D., for fifteen years a Professor in the Columbian University, at Washington, D. C., became President.

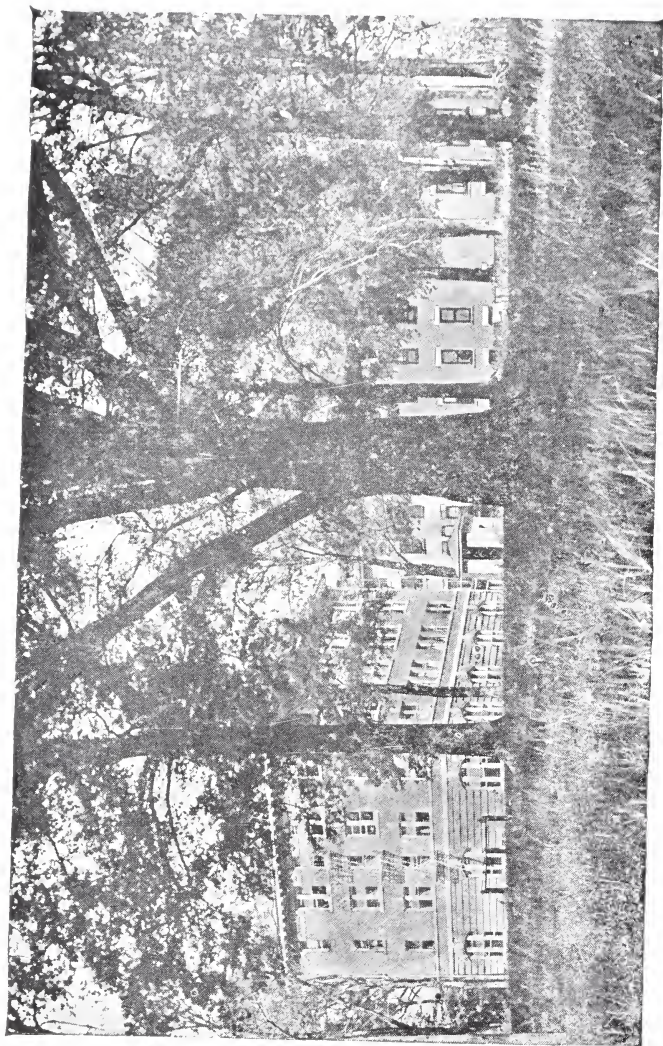
BUILDINGS.

The Cooper Dormitory is a massive structure admirably adapted to the purpose for which it is used, its whole interior from basement to attic being comparatively new. Its rooms are spacious and well lighted; its corridors and stairways broad; the rooms of the students are both commodious and comfortable; and the whole building is thoroughly warmed by a steam heating apparatus, a radiator being in every room. The Administration Building which was erected in the summer and autumn of 1899, possesses great architectural beauty. It contains the President's office, the Faculty room, the Kate Montgomery Library and Reading room, Lodge Historical room and the Parlor on the first floor, and on the second floor the magnificent Auditorium, which has a bowl floor, and seats one thousand persons. All the buildings are lighted by electricity. The Winnie Davis Hall of History and the Maria Louisa Woodruff Infirmary are mentioned elsewhere in this catalogue.

THE DIXIE LODGE.

During the session of 1911-'12, a magnificent new building was completed, and used for the last two months and a half of the session. This beautiful brick structure has four stories. The first floor is entirely given over to the Dining-Room, one of the most beautiful in South Carolina. The second and third floors each contain twelve handsome bedrooms. On the second floor is a large recreation hall. Both these floors have a number of lavatories, baths, shower baths, and toilets. On the fourth floor are situated the beautiful halls of the Cooper Literary Society and the Griffith Society. These are separated by folding doors, and may be thrown into one for joint meetings of the societies. The splendid Art Studio, lighted by seventeen windows and an immense sky-light, is also on this floor. The new





THE DIXIE LODGE

building is connected with the main building by four covered bridges, lighted by many windows and readily convertible into sun-parlors. The entire building is heated by steam and lighted with electricity. Hot and cold water are found on every floor. The building cost close on to \$25,000. The generous, wide-awake, progressive little city of Gaffney freely contributed this amount to Limestone. Gaffney's well-known, great-hearted, large-minded citizen, Mr. James A. Carroll, a true leader among men of affairs, gave one-third of the total sum.

THE SCHOOL OF PEDAGOGY.

As is well known, Limestone has for many years given a great deal of instruction in pedagogy, and afforded excellent preparation for the work of teaching. All over South Carolina and other Southern States are to be found a large number of Limestone graduates occupying important positions as teachers. By universal testimony these young ladies are among the very best teachers in the service of the State. The demand for Limestone graduates as teachers has for many years far exceeded the supply. The College has now taken another long step in advance by establishing a complete department of pedagogy. In the opinion of many prominent educators this School of Pedagogy at Limestone offers an exceedingly strong group of courses excellently adapted to the training of teachers.

LIMESTONE DOES NOT DEVELOP THE ORNAMENTAL AT THE EXPENSE OF THE SUBSTANTIAL FEATURES OF EDUCATION.

The authorities believe that the Languages and Sciences and Philosophy constitute the very backbone and nervous system and brain of a College. These studies are the essentials. Such branches as Music and Art must be considered accomplishments, in the highest degree desirable, but not of the first importance. It is the

policy of Limestone College to provide the best in every line—the best course in Literature, Sciences and Philosophy, the best course in Music, the best course in Art. If the College offers instruction in a subject at all, it insists that the instruction be of the highest possible grade.

**HOW DOES THE CURRICULUM OF LIMESTONE COLLEGE
COMPARE WITH THAT OF OTHER
INSTITUTIONS?**

If the reader will take the several departments one by one, and compare the courses of study laid down in the Limestone Catalogue with those of other institutions, he will find that the standard of Limestone is equal in all respects to that of the best colleges.

The great essentials of education for which the degree of A. B. is given are all thoroughly taught and prosecuted as far as in any other college in the land, for that degree.

LIMESTONE TRUE TO HIGH IDEALS.

The ideals of Limestone are stated in outline by President Lee Davis Lodge in the following article on "The Task of the Christian College" published in the Baptist Courier:

Education is the golden pass-key that unlocks every door of opportunity. It is by long odds the best inheritance a man can bestow upon his child. In our day the uneducated man or woman is at a terrible disadvantage in the sharp competition of life, a competition always intense and often hard and cruel. In discussing the large subject assigned me, within the necessarily narrow limits of a newspaper article, I shall be forced to use a style which I fear may remind my readers of the telegraphic jerkiness of Mr. Alfred Jing'e in the Pickwick Papers.

Education of some sort every human being has. It is a mistake to suppose that an illiterate man is an absolutely uneducated man. School, college and university are not the only educators. Compulsory education is a fundamental statute in the code of the universe. Willy-nilly, from cradle to grave, we have simply got to learn. Whenever we try to play hooky, nature sends her truant officer after us in a hurry and hales us back to our hard lessons, standing us oft-times in the dunce's corner until we can recite. Personal experience, family discipline, our country's laws, the demands of society, the rigorous training of business, the enchantments of art, the tender admonitions of the church—these all and many others are teachers, tutors and professors that have each their part in the education of our souls. We must not make a fetich of a book. There is something far more important—I mean the man behind the book. Let us never forget that every book was a mass of ideas in the mind.

of a man before it was a book. Every science today is far ahead of any book printed on the subject. Books are history. The new worlds of the future lie inchoate in the fiery, molten, swirling minds of men. Yet books are of the highest importance. They are the too's of intelligence—too's, not ido's. They are high-powered cars of progress that carry the student in high gear over the macadam roads through the provinces of knowledge. So the schools make much of books. Neverthe'ss there are other supreme'y important factors besides books in the school's great work of giving to the student a liberal education. What is a liberal education? It is the development of the body as an organism to the highest possible degree of health and as a mechanism to the highest degree of efficiency under control and direction of the mind; it is the development of faculty in the intellect; it is the development of fineness of feeling, purity of sentiment and virility of virtue in the heart; it is the development of power and rational freedom and fortitude in the will; it is the cultivation of catholicity of taste; it is the impartation of sound knowledge, the inculcation of sound habits, and the transmutation of mere learning into sound wisdom; it is the awakening of the spirit to a consciousness of its universal relations—its relations to God and to the world and to humanity; it is the nourishment of the whole nature, the innervation of the whole being, the revelation of God in the natural world, in the individual mind, in the epic poem of history, in the flowerage of art, in the shining pages of Ho'y Writ, and in the divine personality of Jesus Christ; it is the orientation of the soul; it is the apocalyptic vision of destiny; it is the transfiguration of the whole face and form of life with the sheen of the splendor that falls from the countenance of God. Yes, a liberal education is all these and much more, for education is

never finished, despite the awarding of diplomas on Commencement Day. The poor little preparatory school of earth at best can but make us ready to enter the great university of heaven, there to continue the development which Fouillee so aptly calls "*la divinisation progressive de l'homme.*"

If what I have said thus far be correct, it follows that the only true education is Christian education. All genuine education, if carried to any length, must teach the student to think God's thoughts after him, and feel God's emotions after him, and will God's purposes after him. Here we find one great function of the Christian college. Jesus Christ is the Logos, the divine Word, the thought of God, the truth. Not anywhere in all the universe is there one slightest filament of truth that is severed and separate from the Master. Each smallest thread of truth, if followed up through all the meshes and webs and lace-work of law, will inevitably lead at the last to him by whom "all things consist." The Christian college understands perfectly well that all study, if the student be thoroughly aware of what he is about, has the thought of Jesus as its ultimate object, for he is the truth that we seek, whether with test-tube or telescope, whether in fossil or in palimpsest, whether we dissect a tissue with the scalpel or peer into the mind's most secret chambers by the flickering light of the torch of introspection. To the truly devout intellect, *studere est orare*. The laws of nature are but the thoughts of God. The facts of the scientist are beads of the rosary of the saint. The Christian college teaches its students to find God everywhere—in the "eternal process moving on," in crystal and flower and star; in the "increasing purpose" that runs through all the cycles of history; in all the efflorescence of art and all the effulgence of literature; in the profoundest researches

of science, the sublimest reaches of philosophy, and the most wistful aspirations of the race; and in the very warp and woof of the whole fabric that is being woven in the loom of time. It is the business of the Christian college to make it plain to the student that God is the great fundamental reality of the universe, that Jesus Christ is in very truth the bright sun of righteousness from whom are radiated all the life and light and love that stream upon us; and that Christianity is the most vital fact of our experience, the most marvelous phenomenon of all the ages, and the very core of civilization itself. The Christian college must give its students the right values by which to reckon the goods of life. It must give them vision that they may behold the things of the spirit. It must indeed spiritualize the whole of life for them. It must show them that the truth alone can make them free. It must show them that he only is really free who is free in his soul and free in his mind. It must teach them to enshrine a noble idealism in their hearts. It must give them Goethe's message, "Gedenke zu Leben"—think of living. It must set them on fire with an enthusiasm for humanity. It must fill them with a passion for service. It must strive to make true missionaries of them all, no matter what may be their special form of work in the world—missionaries of religion, missionaries of justice, missionaries of culture. It must send them forth to join the great torch-race of nations. It must teach them to clarify their concepts, to pass their crude beliefs through the alembic of thought, to test ideas with the blow-pipe of intellectual analysis. In a word it must train them for leadership by developing in them to the highest perfection the sacred principle of individuality. To do this the college must have abundant resources, it must have learning, it must have "atmosphere," it must have personality, and

above all it must have consecration. Every teacher must be a Leyden jar, charged with a spiritual electricity—ready to give a thrill of fire to any student whose mind touches his. But the task of the Christian college is not limited to its own students. The Christian college must be a nerve center in the body politic. The college owes a duty to the state. For example, right here and now, when South Carolina stands forty-seventh among the States of the union in illiteracy, and when from fifteen to twenty-five per cent of our voters in the different counties can neither read nor write, shall the Christian colleges of our State stand careless, idle, indifferent in the face of the appalling facts? God forbid! The hour has struck for a crusade against this frightful peril. The Christian college must serve the Master by giving to the needy in his name the cup of life-saving water from the fountain of knowledge. Each Christian institution must join hands with every other educational force, must put forth every energy of its own, must use to the uttermost its plant, its power, its prestige in the determined, unremitting, tremendous effort to drive this hideous evil of illiteracy from the fair borders of our commonwealth. South Carolina forty-seventh! Oh, the shame of it! South Carolina, the proud old commonwealth of Rutledge and Pinckney and Laurens, of Hayne and Calhoun and Hampton, of Gilmore Simms and Timrod, South Carolina forty-seventh! Oh, the burning disgrace of it! Surely the Christian colleges of this noble State will never rest till that black stain is washed away.

To another institution the Christian college is under a sacred obligation. I mean the church. Every Christian college ought to be a mighty fortress amply equipped with its batteries of "seventy-fives" and set for the defense of the faith. The college has also an informing

function here. Organized religion has constant need of intellectual illumination. The true college has two different functions to perform in regard to knowledge; it must conserve all the treasures of knowledge already won, and it must conquer new kingdoms. All the spoils of the college in all its glorious wars for truth must be hung on the walls of the temple. Christian scholars have often failed to rise to their opportunity and their duty in the matter of intellectual conquests for Christ. I point to a single instance. There is the new science of sociology, a great, growing, powerful science, destined more and more to wield a mighty influence upon the life of mankind. Hitherto this science has been largely dominated in its development by men indifferent if not hostile to Christianity. Yes, I know we have had some splendid Christian sociologists—Dr. Small and Dr. Henderson, for example. Still, the informing spirit of the science as a whole has not been Christian. Yet the thought of Jesus Christ gives the finest inspiration, the firmest basis, and the noblest programme of action for a true sociology. But I must not linger longer on this great subject. The Christian college ought to aid the church in its practical work also. The college must train its students for active service in all the great Christian organizations. It must send them out from its halls with hearts ablaze with love for God and love for man; send them out with a longing to be about their Father's business, with a clear conception of what that business is, and with an inspiring view of the great opportunity before them; send them out with minds thoroughly trained for work; with constructive, creative ideas fairly burning to get themselves realized, and with a large and luminous supply of sanctified common sense.

No, I am not a brook; so here I stop. The reader will observe that I have throughout referred to students as

masculine. That is purely a grammatical convention. It all applies in general just as well to girls. Everybody knows that they are creation's crowning glory. Bobbie Burns, speaking of Nature, says:

**"Her 'prentice han' she tried on man,
And then she made the lassies."**

And don't you remember how the poet in the Nibelungen Lied, when he talks about the great exploits of his heroes, often refers to the gallant knights as the husbands of their wives? It is not Siegfried, but the husband of Kriemhild; not Ruediger, but the husband of Goetlinde! I tell you that old fellow, away back in the twelfth or thirteenth century, knew a thing or two, he did.

LIMESTONE RECOGNIZES HER DUTY TO THE STATE.

Limestone College has just completed one of the very best years in its long history, despite the hard conditions that came in the wake of war. A splendid attendance, enthusiastic work, enlargement of educational facilities, and a bouyant, progressive, confident spirit characterized the whole of the past session. Limestone College is not only a forward-looking but a forward-marching institution. Conservative every true college must be, holding tenaciously to the good of the past, lifting high before its students the noblest ideals of the centuries that are gone, and teaching with fearless fidelity the deathless thought of those great leaders of the race whose ashes are forever preserved in "history's golden urn." But at the same time a college ought to heed the the call of its age. The voice of the Zeitgeist must be heard. It is the problem of colleges, as it is the problem of statesmen, to "discover and move along the line of safe change." Care must be taken however, to distinguish culture from "kultur," to guard against sacrificing idealism to materialism, and not to subordinate the cultivation of the spirit to the demands of mere mechanical efficiency. Education must be many-sided—not one-sided nor lop-sided. Training of the soul, training of the mind, training of the eye, training of the hand—each and every one of these must be provided, if we are to have a true, all-round, symmetrical education. It is the business of the college to hold the balance true. It must make a synthesis—not a syncretism—of what is best in the ages and what is best in the age. It must move along a line which is the resultant of the pull of all the forces of truth.

TRUE TO ITS SPIRIT.

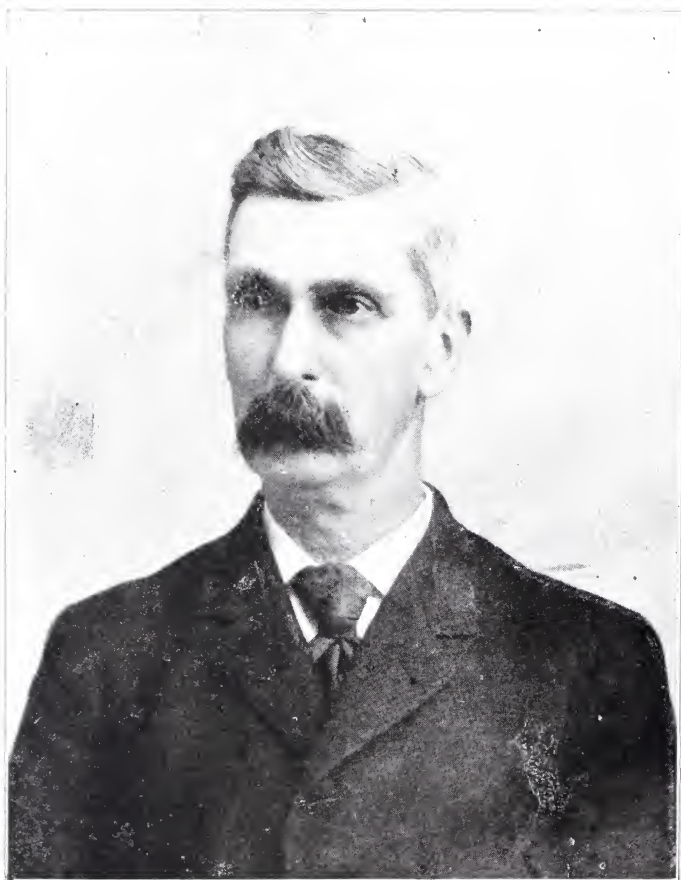
Limestone College, true to the spirit incarnated in its Winnie Davis School of History, strives to preserve as a precious elixir of life all that was finest in the civilization of the Old South—its exalted ideals of manhood and womanhood, its liberal culture at its best, its peerless standards of unsullied honor, the delicate charm of its manners, and the ineffable beauty of its social life. Nevertheless, Limestone realizes in the fullest degree that her students are living in the third decade of the twentieth century, not in the mid-Victorian period of the nineteenth. The broad, rich, varied life of our own marvelous age must be reflected in the culture that the college offers. Limestone looks backward for inspiration, and looks forward for achievement. On every hand are seen the evidences that she is awake to all the needs of the present, alive to all the demands of the hour, responsive to every call for advance, sympathetic with every modern force that makes for betterment. Her vigorous religious life, her thorough literary instruction, the splendid advantages she offers for the serious study of music, her fine courses in art, her excellent training in expression, her elaborate department of domestic science and her efficient teaching of the commercial branches, all present to the student the amplest opportunities for acquiring an education at once genuine, liberal and practical. Limestone has a keen sense of her duty to the State of South Carolina.

SUPPLYING TEACHERS.

Limestone College, through its excellent school of pedagogy, which in its elaborate courses aims to impart to the student a knowledge of the theoretical content of the science of pedagogy, a knowledge of the history of the development of education and a knowledge of many helpful data for the solution of the practical problems

that confront the teacher in the actual practice of her art, strives to aid the State by supplying her full quota of thoroughly trained teachers. This school of pedagogy has attained a wonderful development in the last few years. The institution seeks to become more and more closely articulated with the public educational system of South Carolina, and is anxious to do its full part in the improvement of educational conditions in the State. During a recent session Limestone furnished without cost to Cherokee county a rural supervising teacher, a member of the college faculty being assigned to this important work. Appalled at the terrible percentage of illiteracy in the State, Limestone is carrying on an extremely vigorous campaign against this evil in Cherokee county. The college is now raising a fund of \$1,000 for use in this campaign, her officers and students are enlisted in the good work, and in co-operation with the Superintendent of Education of Cherokee county a strong organization of all the forces of the county is being perfected. The President of the College, in a recent public address, said, speaking of this menace of illiteracy in South Carolina, "I have said before and I now repeat, that if we, the intelligent citizens of this State, can not remedy this great evil, we are self-confessed imbeciles; if we can, but will not, we are traitors to the State."

Thus, thoroughly equipped in educational plant, apparatus and material resources, conserving all that was best in the past, while sensitive to all the crying needs of the present, and maintaining the highest standards of excellence along every line, Limestone College, aflame with enthusiasm for social service, is preparing to add another golden link to the long chain of the years.



CAPTAIN JOHN H. MONTGOMERY

THE LIMESTONE LIBERTY ENDOWMENT.

The Limestone Liberty Endowment, which will soon reach the \$300,000 mark, was started by the Alumnae Association of Limestone College with the establishment of the Lee Davis Lodge Chair of History in 1917-18 and the Griffith Chair of English in 1918-19. The Faculty and Student Body of 1917-18 established out of love and honor to the memory of the mother of their President the Alice Virginia Warfield Lodge Scholarship. The McClain-McMilan Scholarship and the Eunice Temple Ford Scholarship have been pledged by the Seminary Department of 1918-19 and 1919-20 respectively. Other scholarships of \$1000 each, which carry free tuition for one year to assist meritorious students who would otherwise be unable to meet the expense of a College education, have been pledged by Messrs. H. M. Brown, G. G. Byers, Ed. H. DeCamp, W. W. Gaffney, June Lipscomb, Lee Davis Lodge, W. H. Smith, R. M. Wilkins and W. J. Wilkins. The Alumnae Association pledged at their annual meeting in May, 1920, a \$15,000 foundation for the maintenance of a trained nurse at the College.

Among the largest contributors to the Limestone Liberty Endowment are Mr. A. N. Wood, one of the real founders of Gaffney, whose reputation as an able, enlightened, progressive man of affairs extends all over South Carolina, and who gave the College \$5,000; Mr. Seth Milliken, one of the greatest architects of the South's prosperity in textile manufactures, who gave \$15,000; and Mr. James A. Carroll, who is admired by the thousands that know him for his extraordinary ability, his whole-souled generosity, and the long and lustrous record of his magnificent achievements, and who made a princely gift of \$25,000, in addition to the many thousands of dollars that he had already contrib-

uted in years past to the College which he loves so well. As was indicated above, the Limestone Liberty Endowment will soon amount to **Three Hundred Thousand Dollars.** It is very evident to the friends of the College that it will by no means stop at that figure. Great as have been the triumphs of this historic old College in the past, Limestone is only just now entering the golden Gates of Dawn. The meridian splendor of the day is yet to come. God speed the shining hours!

COLLEGE SCHEDULE, 1921-1922.

	9:30	10:30	11:30	12:30	2:20	3:30	4:30
TUESDAY	Ethics Eng. III French I Greek I Cooking I	Theory of State Eng. IV Chem. II Math. II Cooking I	Metaphysics German IV Logic French III Chem. I Eng. I, Sec. I	Aesthetics Sociology Latin III Greek II French II Math. I	Psychology History II Latin I Cooking I	Polit. Econ. Eng. II, Sec. I History I Cooking I	Spelling Play Ground and Recreation Gym. IV
WEDNESDAY	Ethics Psychology French III Physics I Eng. I, Sec. II Latin I	History of Civ. Greek III German II Math. I Cooking II	French IV Physics II Math. II Latin II German I Cooking II	Phil. of Ed. German IV Eng. III History II Cooking I	Math. IV Latin III German III French II Eng. I, Sec. I Cooking	Geology Math. III Greek II Chem. I	Senior Review Gym. III

9-9:30 CHAPEL

THURSDAY		Ethics Eng. II, Sec. I Greek I German I	Botany German III Math. III Latin II French I Eng. I, Sec. II	German IV History IV History III Greek III Math. I	Astronomy French IV Eng. II, Sec. II German II Bible I Physiology	Latin IV French II Physics II Chem. I Cooking II	History of Ed. Physics I (Lab.) Eng. I, Sec. I History I Cooking II	Senior Review Gym. II
FRIDAY	CHAPEL 9-9:30	Eng. IV German III Physics I Greek I French I Sewing I	Psychology French III History II Latin I Sewing I	History IV History III Greek III Math. II Eng. I, Sec. II Sewing I	Theory of State Logic Greek IV Chem. II Eng. II, Sec. I	Geology Bible II Latin II Eng. I, Sec. I History I	Bible IV Eng. II, Sec. II Latin I German I Cooking I	Senior Review Gym. I
SATURDAY		History of Ed. Bible III Eng. II, Sec. II Math. I	History of Civ. Greek II Physics I Latin I Sewing II	French IV History III Physics II Eng. I, Sec. II Sewing II	Phil. of Ed. Eng. III German II Greek I Sewing (Lect.)	Int. Law French I German I	Pol. Econ. Latin IV Chem. I	

SEMINARY SCHEDULE, 1921-1922.

	9:30	10:30	11:30	12:30	2:30	3:30	4:30
TUESDAY	2nd Latin 2nd English Phys. Geog.	3rd French 1st Latin 1st German 1st English	2nd Greek 2nd Arith.	Plane Geom. Europ. Hist. 3rd German	3rd Algebra 2nd Algebra 1st Arith.	3rd Latin Eng. Hist.	Spelling
WEDNESDAY	Plane Geom. 3rd Greek 2nd Alg.	3rd Alg. 2nd Eng.	3rd French 1st Greek 1st Latin 1st Eng.	Phys. Geog. 3rd German 3rd Latin	2nd Arith. 1st Arith.	3rd Eng. 2nd Greek	
THURSDAY	3rd French 1st Latin 1st Greek 1st Eng.	2nd Latin 2nd Greek Phys. Geog.	Plane Geom. 2nd Arith. 1st Arith.	3rd Latin 3rd Greek 2nd English	3rd Alg. 2nd Alg. Phys. Geog.	Eng. Hist. Europ. Hist.	
FRIDAY	3rd Eng. 3rd Greek	3rd German 2nd Latin 2nd Greek Phys. Geog.	Europ. Hist. Eng. Hist. 1st Greek	3rd French 1st Latin	3rd Alg. 2nd Alg. 1st Eng.	3rd Latin	
SATURDAY	Plane Geom. Europ. Hist.	3rd Latin 2nd Eng.	3rd Eng. 3rd Greek	2nd Latin 2nd Arith. 1st Arith. Reading	3rd Eng. (Lit.) 3rd German	Eng. Hist.	

9-9:30

CHAPEL

ROLL OF STUDENTS.

SENIOR CLASS.

Mattie Harter	South Carolina
Inez Holmes	South Carolina
Hazel LeCroy	South Carolina
Mary Leverett	South Carolina
Clara McMeekin	South Carolina
Katherine McSwain	South Carolina
Mary Philson	South Carolina
Mary Quarles	South Carolina
Susie Shirley	South Carolina
Lorena Thomas	South Carolina
Ina Walker	South Carolina
Grace Wallace	South Carolina
Gladys Wham	South Carolina
Gladys Wolff	South Carolina
Daisy Wood	South Carolina
Alyse Yarborough	South Carolina

SENIOR MUSIC COURSE.

Elizabeth Hollis	South Carolina
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SENIOR DOMESTIC SCIENCE COURSE.

Mattie Lee	South Carolina
Mary Leverett	South Carolina
Gladys Montgomery	South Carolina
Maude Pridgen	North Carolina
Alyse Yarborough	South Carolina

JUNIOR CLASS

Mertie Abercrombie, (cond.)	South Carolina
Alice Allen, (cond.)	South Carolina
Kate Ballenger, (cond.)	South Carolina
Elizabeth Battle	Tennessee
Estelle Best	South Carolina
Emelyn Brown, (cond.)	South Carolina
Pattie Byrd, (cond.)	Kentucky
Annie Laurie Creech	South Carolina
Kathleen Foster	South Carolina
Elizabeth Glenn	South Carolina
Lila Graham, (cond.)	Virginia
Winnifred Hoyle, (cond.)	South Carolina
Evelyn Johnston	South Carolina
Ruby Kelly, (cond.)	South Carolina
Marion McMillan	South Carolina
Lucile Owens	South Carolina
Cornelia Palmer	South Carolina
Sudie Pearson	South Carolina
Istalena Pickens	South Carolina
Lula Belle Poole	South Carolina
Elizabeth Thomas	South Carolina
Sadie Thomas, (cond.)	South Carolina
Nathalee Thompson, (cond.)	Alabama
Mary Wallace	South Carolina
Celeste Wickliffe, (cond.)	South Carolina
Connie Wilson	South Carolina
Elizabeth Wyatt	South Carolina

SOPHOMORE CLASS.

Alma Atkins	South Carolina
Katherine Bolt	South Carolina

Marion Bolt	South Carolina
Mary Bolt, (cond.)	South Carolina
Nelle Brown	South Carolina
Carrie Cain	South Carolina
Eva Creech	South Carolina
Grace Daniels	South Carolina
Esther Mae Folk	South Carolina
Mary High	South Carolina
Helen Johnson, (cond.)	South Carolina
May Joinson	South Carolina
Millie Littlejohn, (cond.)	South Carolina
Estella Mahon	South Carolina
Mozelle Moore	South Carolina
Frances Moorhead	South Carolina
Marcia Poole	South Carolina
Blanche Preacher, (cond.)	South Carolina
Ruth Richardson	South Carolina
Sara Smith	South Carolina
Nannie Tucker, (cond.)	South Carolina
Ruth Wallace, (cond.)	South Carolina
Clara Whitehead	South Carolina

FRESHMAN CLASS

Thelma Abbott	South Carolina
Lois Adams	South Carolina
Estelle Alverson	South Carolina
Mildred Andrews	South Carolina
Annie Mae Armstrong, (cond.)	South Carolina
Oda Baker	South Carolina
Carrie Bennett	South Carolina
Nan Best, (cond.)	South Carolina
Estelle Bolton, (cond.)	South Carolina

Norma Carter	South Carolina
Hoyt Coleman	South Carolina
Mary Cree, (cond.)	South Carolina
Emily Creech	South Carolina
Eva Creech	South Carolina
Lulee Culbertson, (cond.)	South Carolina
Lily Mae DuBose, (cond.)	South Carolina
Elizabeth Earle	South Carolina
Olive Ellis, (cond.)	North Carolina
Idalene Hendricks, (cond.)	South Carolina
Jessie High	South Carolina
Ruth Hoffmeyer, (cond.)	South Carolina
Mabel Johnson, (cond.)	South Carolina
Rachel Jones, (cond.)	South Carolina
Emma Kay, (cond.)	South Carolina
Lucile Malone, (cond.)	South Carolina
Lena Mae Mobley	South Carolina
Isla Mae Myers, (cond.)	South Carolina
Edna Philson	South Carolina
Helen Richardson, (cond.)	South Carolina
Agnes Rogers	South Carolina
Thelma Rollins, (cond.)	North Carolina
Ruby Rouse, (cond.)	South Carolina
Harriet Sellars	South Carolina
Louise Sellars	South Carolina
Ruth Shands, (cond.)	South Carolina
Marie Sherer, (cond.)	South Carolina
Julia Smith, (cond.)	South Carolina
Josie Talbert, (cond.)	South Carolina
Cornelia Wallace	South Carolina
Gem Westbrook	South Carolina

Ruth Whitaker	South Carolina
Gladys Whitlock, (cond.)	South Carolina

SPECIAL CLASS

Annie Abercrombie	South Carolina
Mabel Alverson	South Carolina
Frances Anderson	South Carolina
Mary Austin	South Carolina
Elizabeth Barksdale	South Carolina
Mary Battle	Tennessee
Angelle Belue	South Carolina
Laura Benson	South Carolina
Mary Biggers	South Carolina
Frances Bivens	South Carolina
Mary Ellen Bivens	South Carolina
Lois Bundy	South Carolina
Ruth Bundy	South Carolina
Mallie Coleman	South Carolina
Nan Collins	South Carolina
Margaret Cooper	South Carolina
Isabel Douglas	South Carolina
Virginia Durham	South Carolina
Alice Ford	South Carolina
Naomi Fletcher	South Carolina
Margaret Fuller	South Carolina
Lorene Gault	South Carolina
Christine Goodyear	South Carolina
Olive Greer	South Carolina
Lettie Hadden	South Carolina
Marie Hayes	South Carolina
Eugenia Humphrey	South Carolina
Aleta Huskey	South Carolina

Lois Johnson	South Carolina
Mae Johnson	South Carolina
Selina Lanford	South Carolina
Grace Lanham	South Carolina
Georgia LeCroy	South Carolina
Isabel Leonard	South Carolina
Irene Leverett	South Carolina
Lillian Little	South Carolina
Mabel Littlejohn	South Carolina
Elizabeth Martin	South Carolina
Martha McCarter	South Carolina
Willie Millen	South Carolina
Jeannette Miller	South Carolina
Janie Mae Montgomery	South Carolina
Kate Nesbitt	South Carolina
Rubye O'Shields	South Carolina
Nelle Padgett	North Carolina
Aubrey Page	South Carolina
Elizabeth Ratliff	South Carolina
Annie Sarratt	South Carolina
Azile Smith	South Carolina
Gertrude B. Smith	South Carolina
Jennie Smith	South Carolina
Juanita Smith	South Carolina
Carrie Lee Strickland	South Carolina
Anna Sumner	South Carolina
Merle Tate	South Carolina
Winnie Lou Truluck	South Carolina
Sophia Nelle Welborn	South Carolina
Ruby Westbrook	South Carolina
Frances Williams	South Carolina

SEMINARY DEPARTMENT

Elizabeth Askew	South Carolina
Orna Atkins	South Carolina
Edna Atkinson	South Carolina
Ruth Austin	South Carolina
Kyle Ayres	South Carolina
Myrtle Baker	South Carolina
Coye Barker	South Carolina
Evelyn Bobo	South Carolina
Benita Boozer	South Carolina
Pearl Burlington	South Carolina
Rozelle Burnett	South Carolina
Cornelia Bussey	South Carolina
Alberta Cade	South Carolina
Margaret Cade	South Carolina
Florence Callison	South Carolina
Mary Camp	South Carolina
Manie Carpenter	South Carolina
Lois Carter	South Carolina
Douglas Cook	South Carolina
Mary Cook	South Carolina
Myrtle Cox	South Carolina
Siberia Cox	South Carolina
Carrie Davis	South Carolina
Bettie Mae Ducworth	South Carolina
Margaret Dunlap	South Carolina
Myrtle Ellis	South Carolina
Lois Fitch	South Carolina
Rowena Floyd	South Carolina
Laura Folger	South Carolina
Lucile Foster	South Carolina

LIMESTONE COLLEGE

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Helen Foster	South Carolina
Carrie Gaffney	South Carolina
Montie Gaines	South Carolina
Elberta Gandy	South Carolina
Eva Grainger	South Carolina
Louise Griffin	South Carolina
Nellie Grubb	South Carolina
Lula Hatchell	South Carolina
Mary Higgins	South Carolina
Amanda Hilton	South Carolina
Lena Hogg	South Carolina
Lucy Huggin	South Carolina
Rosa Lee Huggins	South Carolina
Emily J. Hughes	South Carolina
Patsy Hugnes	South Carolina
Christine Inman	South Carolina
Ruby Kinard	Georgia
Mary Lewis	South Carolina
Maggie Ruth Little	South Carolina
Nell Marsh	North Carolina
Leone McColl	South Carolina
Myrtis McCullock	South Carolina
Rose McCullock	South Carolina
Lizzie Mae McDonald	South Carolina
Elsie McDowell	South Carolina
Alma Osteen	South Carolina
Jessie Page	North Carolina
Sallie Lou Pickens	South Carolina
Maurice Pittman	South Carolina
Addie Mae Poole	South Carolina
Mary Roberts	South Carolina

Virginia Rouse	South Carolina
Lucile Sarratt	North Carolina
Marjorie Sarratt	South Carolina
Vergie Sarratt	North Carolina
Vinelle Sawyer	South Carolina
Venoree Skimmer	South Carolina
Gertrude E. Smith	South Carolina
Mary Smith	South Carolina
Mary Spearman	South Carolina
Harriet Temple	South Carolina
Annie Kate Tisdale	South Carolina
Eugenia Tonge	South Carolina
Daisy Turner	South Carolina
Nannie Turcott	South Carolina
Deba Ussery	South Carolina
Irene Webber	South Carolina
Bertie Wells	North Carolina
Virginia Whaley	South Carolina
Berta Williams	South Carolina
Ethel Williams	South Carolina
Gladys Williams	South Carolina
Ina Williamson	North Carolina
Alverta Wilson	South Carolina
Colene Wilson	South Carolina
Bessie Yarborough	South Carolina
Lillian Yarborough	South Carolina

UNCLASSIFIED STUDENTS.

Elizabeth Brown	South Carolina
James Byers	South Carolina
Mary Byers	South Carolina
Maude Campbell	South Carolina

Percy Carr	South Carolina
Glenn Fry	South Carolina
Mrs. Gossett	South Carolina
Alice Inman	South Carolina
Lillian Kirby	South Carolina
Marion Peeler	South Carolina







